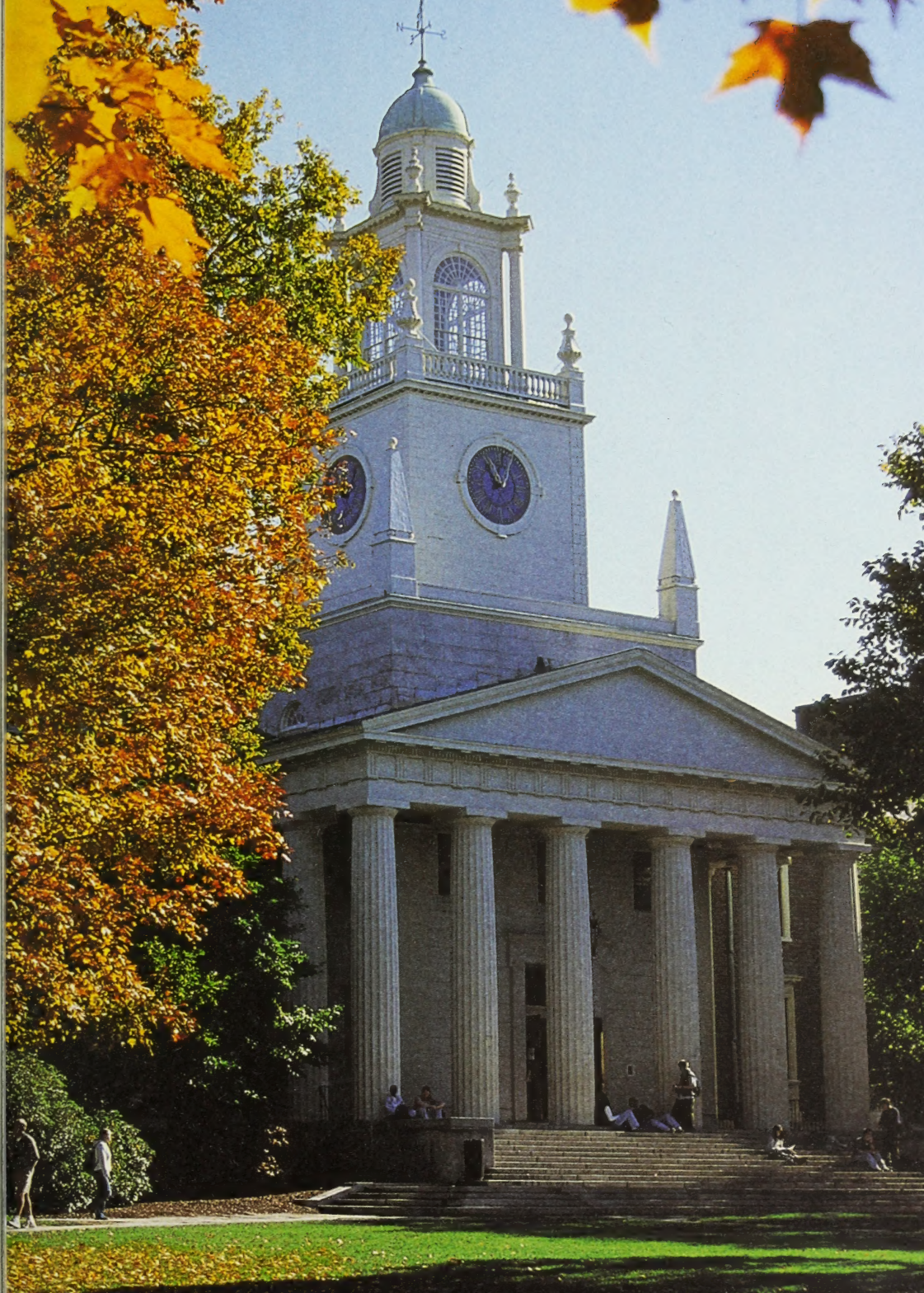






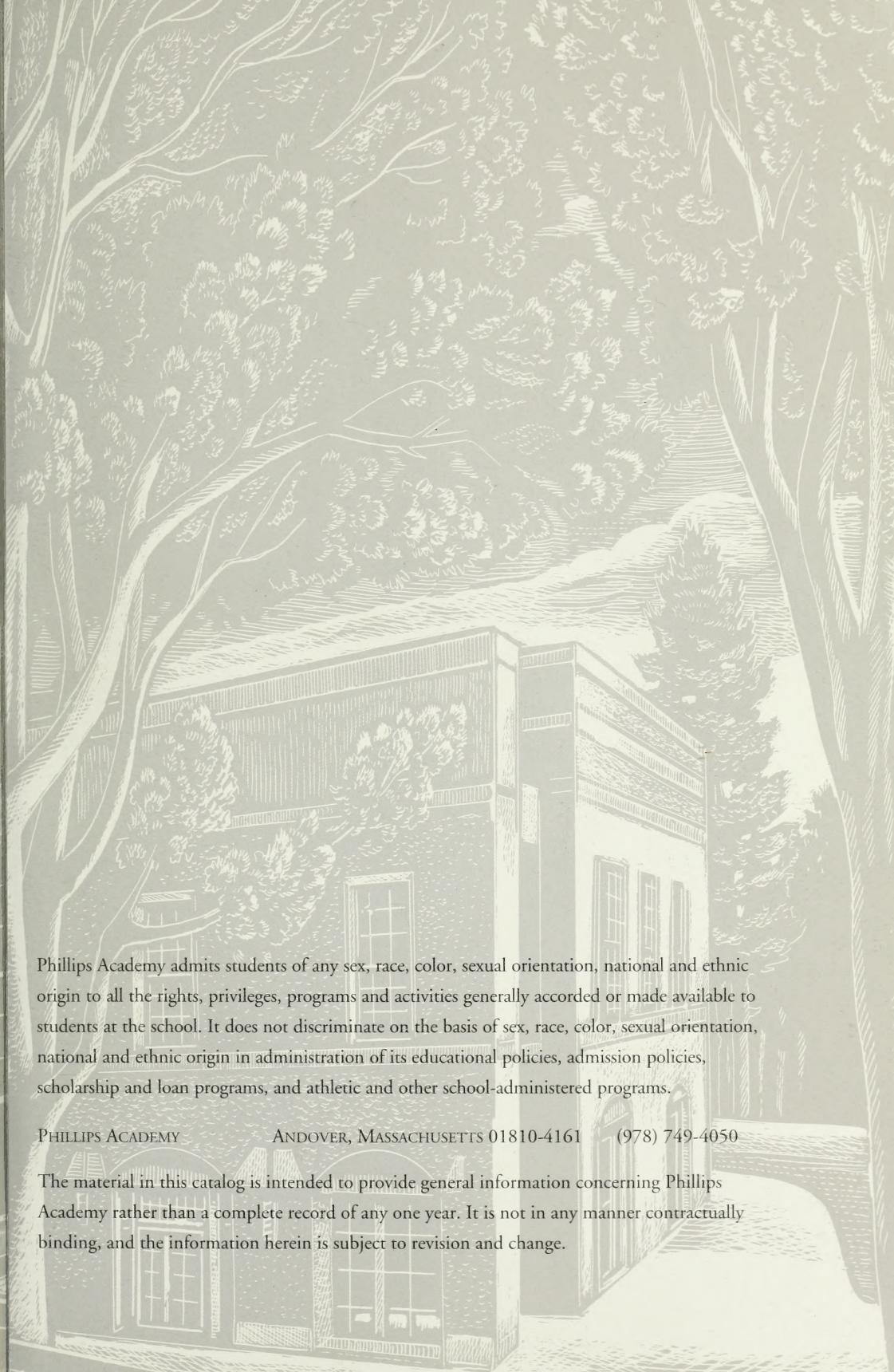
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ANDOVER



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PHILLIPS ACADEMY ANDOVER, MASSACHUSETTS 01810-4161 (978) 749-4050

The material in this catalog is intended to provide general information concerning Phillips Academy rather than a complete record of any one year. It is not in any manner contractually binding, and the information herein is subject to revision and change.





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PART ONE: WELCOME TO ANDOVER

9

"I heard this absolutely wonderful story about a young man from a rural area in Oregon, Jeremy Krysnieck, whose seventh-grade teacher noticed how bright and capable he was, and how interested in learning. The teacher followed Jeremy's progress, told him and his parents about Andover, and helped get Jeremy an application. It turns out the teacher was an Andover graduate, as were his father and grandfather!"

Meanwhile, in East Los Angeles, a school counselor was impressed in much the same way with a student named Diana Lopez. Diana's family, though, didn't want her to go to a school so far away from home. But the family listened to the counselor and visited Andover, and after a day or two on campus, Diana's father said, "OK. Now I want to go!" Diana loves languages. She's studied Spanish and now Italian. I think about the diversity in just those two students, who had never heard of this place—and the impact of two teachers who care about young people!"

—Barbara Chase, Head of School

"Earlier this year The Phillipian sponsored a Friday Forum lecture given by PA faculty members Temba and Vuyelwa Maqubela. Mr. and Mrs. Maqubela spoke so eloquently and candidly of their struggles in apartheid-ravaged South Africa. They went on to explain how they have found a true and welcoming home here at Andover. After their lecture, I really began to appreciate how special, unique and diverse Andover is and how magnetic our school seems to be in attracting some of the most inspiring people you'll ever meet."

—Nick Collins '97, Reading, Mass.

GREETING FROM THE HEAD OF SCHOOL

Barbara Landis Chase



Many people search all their lives for a sense of community in the places they live or work. People, both students and faculty, who live and work at Phillips Academy have found that place. The author John Gardner writes, "The traditional community could boast generations of history and continuity. Only a few communities

today can hope to enjoy any such heritage." Andover's 220-year history creates the kind of continuity that is, indeed, rare in American secondary schools or in institutions of any kind. We invite you to experience this heritage as you come to know Andover through the process of applying for admission.

Andover was founded during the American Revolution on the principle that it would be open to "Youth from every quarter" and with the motto "non sibi," which means "not for one's self." These ideals have created a shared culture of respect for and service to others that has endured for two centuries. Today, a \$6.8 million financial aid budget helps make those ideals a reality. Students at Andover do indeed come "from every quarter" of the globe and of society. They come together on the common ground of their academic excellence and commitment to others, even as they celebrate their diversity and strive for individual achievement.

The quality of Andover's academic and residential programs resides in the range and depth of course offerings and in the personal and professional strength of the faculty. Students here are able to take academic courses and to participate in extracurricular

activities that are not available at most other secondary schools: Students may study Chinese, organic chemistry or architecture, for example, or they may participate in world-class math competitions, manage an FM radio station, perform in a jazz band or act in a theatre production under the direction of a Broadway playwright. In all these endeavors, Andover students are guided by faculty members who are extremely talented and productive in their fields of expertise. They are athletes, poets, scientists, musicians, authors, linguists, historians, mathematicians and, above all, mentors to their students.

To ensure the faculty can devote enough time to each Andover student, and that the academic and residential programs evolve in accordance with our students' ever expanding abilities as well as their traditional needs, the school is in the midst of enacting some changes designed by a faculty steering committee and approved by the wider faculty. We are moving over a period of four years (1996-2000) from a school of 1,180 students to a school of 1,025; we are redesigning some courses and the schedule and calendar, and we are considering new models for interdisciplinary classes. To be visionary in our perspective, as were the school's founders, in pursuit of goodness and excellence, is a tradition Phillips Academy works hard to uphold.

I join the entire community in welcoming you to Phillips Academy. Some of you will spend time on campus, others may come to know the school only through this catalog and an interview with a representative alumnus or alumna, but all of you will become, for a moment at least, an important part of the school and its long tradition. Welcome.



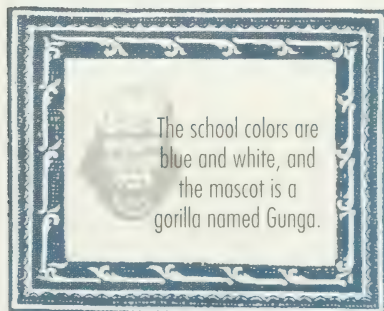
"I believe I have become a little more outgoing, a little more open since I have been at PA. Before I came to Andover, I was afraid to speak my mind because of what others might say. Now, I have no fear. I've gained confidence, which will continue to serve me in all of my future endeavors."

—Nnamdi Okike '98, Boylston, Mass.



"I think it is important to explore all Andover has to offer. It is an environment that offers as much as a college. Visiting lecturers, community service, theatre and musical performances, the Addison Gallery of Art —these all provide learning opportunities outside of the classroom, which are as important as the classes themselves."

—Juliana Priest '97, New Haven, Conn.



INTRODUCTION

Jane Fried, *Dean of Admission*



Choosing and applying to secondary school can be quite an adventure as you study the schools that interest you and embark on an admissions process in which you will be asked to write and talk about yourself. What will you write? Who are you now?

You know the things you have accomplished so far—the academic classes you have taken, the service you have performed in your community, the sport or art you've worked at so hard, the moments when your family needed you and you gave of yourself. But what of the future? The admission process will give you a chance to celebrate who you are, but it will challenge you to think about who you may yet become. What are your needs, and what are your desires? What are your current interests, and what might just interest you that you have never even considered before? Do you have dreams, and where can you reach them?

If you are going to leave your home or your hometown school for a boarding school, you will want to choose a school that meets your needs and desires and that you will not outgrow, but that will grow with you through your high school years.

We are delighted you have taken an interest in Andover. This historic school is known for the breadth and depth of its curriculum and co-curriculum and for the enormous variety of experiences we offer. The faculty and students here have gathered from cities and suburbs and tiny towns and villages all over this country and the world in order to pursue their dreams together. Our campus is large, but the cluster system of neighborhoods provides the support found in schools a quarter of our size.



On **April 21, 1778**, Phillips Academy is founded for boys by 26-year-old Samuel Phillips Jr. Now the oldest incorporated boarding school in the nation, Phillips Academy at the outset accepted boys of varying

ages and first enrolled 13 students. The Phillips Academy Constitution states that the students must be able to read English to be admitted.

In Phillips Academy's first class of **1778** is six-year-old Josiah Quincy, who grew up to be the mayor of Boston and president of Harvard.

In **1780** 8:00 a.m. devotional exercises are required of all students.



Andover is a coeducational boarding school for students in grades nine through 12 and post-graduates. We welcome approximately 185 ninth-graders, 75 10th-graders, 30 11th-graders, and 35 one-year seniors (12th-graders and post-graduates) each year. The admission process begins with Part One of the application located in the pocket at the back of this catalog along with our campus map.

Andover is a unique school, and this catalog is quite unique as well. Created from the voices of the faculty and students and the resources of the academy's archives and museums, we've developed text, graphics and also a timeline, beginning on the previous page, of notable moments in the school's history. Along with this catalog you'll receive the companion *Course of Study* book, which describes our 290 academic courses in detail. Together, these documents should give you a good sense of Andover's rich history, exceptional program and community spirit. We take great pleasure in introducing you to Andover, as we anticipate the great pleasure of learning more about you.

—Jane Foley Fried
Dean of Admission

ANDOVER

The school's name is Phillips Academy, but most people call it Andover, the name of the picturesque town in Northeastern Massachusetts in which the school is located.

A year after Harvard does, Andover adds French to the curriculum in 1781.

In 1781 Phillips Exeter Academy is founded by John Phillips, Samuel Phillips' uncle.



Paul Revere, known as the best craftsman of metals in Boston at the time, is commissioned in 1782 to

make the Phillips Academy Seal. Around the symbol, of a rising sun and a hive of industrious bees, he engraves the educational faith of Andover's founders—"The end depends upon the beginning." The founders' reli-

gious and patriotic commitment to the common good is symbolized by the second motto on the silver seal "*non sibi*," meaning "not for one's self."



STATEMENT OF PURPOSE



hillips Academy is a residential high school that seeks students of character and intelligence from diverse ethnic, racial, socioeconomic and geographic backgrounds.

The academy's scholastic program is designed to foster excellence in all disciplines associated with the liberal arts tradition. Faculty members guide students to master skills, to acquire knowledge, and to think critically, creatively and independently. The school strives to help young people achieve their potential not only in intellectual understanding, but also in aesthetic sensitivity, physical well-being, athletic prowess and moral decisiveness so that they may lead productive, responsible lives.

Committed to discovering authentic sources of community, the academy strives to understand and respect the differences that arise in a multicultural setting. Academic and residential programs encourage sensitivity to issues of gender, race and social class. The school's residential structure fosters close association between faculty and students for personal, social and intellectual development.

Andover's 1778 Constitution charges the academy to prepare "Youth from every quarter" to understand that "goodness without knowledge is weak and feeble; yet knowledge without goodness is dangerous." This obligation challenges students in mind, body and spirit to see beyond themselves and to go beyond the familiar; to remain committed to developing what is finest in themselves and others, for others and themselves.

This revised version of the Statement of Purpose, voted by the faculty in spring 1988, reaffirms the academy's goals set forth in the Constitution of 1778.



In **1783**, Howell Lewis, a Virginian, is one of the first adventurous students from outside of New England to attend Phillips Academy. He was the nephew of George Washington.

President George Washington stops at Phillips Academy in **1789** during his tour of New England. Washington addresses the school and holds an informal reception which he attends on horseback.



ELIPHALET PEARSON



*Roll the round century's live-gone years away,
Call from our storied past that earliest day
When great Eliphalet (I can see him now -
Big name, big frame, big voice, and boiling brow),
They young Eliphalet - raked the ruins of days
In harnessed gray - or old-world conquerors
And, save for fashion's whims, the bonnets show
The self-same youths, the very boys we know*

he boys who took their places on the hard benches in the do-
joiner's shop were not harassed by the intricacies of a com-
plex curriculum, or by the problem of choosing among secul-
lar optional courses. The schedule of work prepared by Pre-
ceptor Pearson included only Latin, Greek, a little - a very
little - mathematics, and some reading in religious treatises.

They complained of being obliged to get by heart passages from Chee-
se, or Short Introduction to the Latin Tongue, one of the standard
textbooks. Much of this, as he confessed, he was unable to understand.

Very, though ready, was not tenacious, and the rule being that those
who advanced until the first book was conquered, I was kept in Chee-





Phillips Academy, founded in rural New England during the Revolutionary War, speaks today to the richness of many traditions and is testimony to the dreams and aspirations, viable still, of its founders. Although it has been coeducational only since 1973, the recognition of the importance of education for both young men and young women was present at the beginning.

In 1778, Samuel Phillips and his wife, Phebe, made a “bargain.” If she would move from Cambridge to Andover to help him in establishing Phillips Academy, he would afterward join her in founding an academy for girls. And so the commitment was made and the educational endeavor begun.

On April 21, 1778, the Constitution of Phillips Academy was signed. Both Samuel and Phebe Phillips died before her dream of a girls’ school could be realized, but not before the dream could be handed on to willing hearts. In 1828, Phillips Academy trustees and other Andover residents met with Mme. Sarah Abbot to plan the school that would open its doors on May 6, 1829, as Abbot Female Academy, one of the first schools in New England to be founded for young women.

Each school in the years that followed remained faithful to the commitments made in their constitutions: “to enlarge the minds and form the morals of the youth committed to its care.” Each had a long and rich life and witnessed its students’ growth, both in self-discovery and in service to others. And in 1973, Samuel and Phebe Phillips’ bargain was realized anew, as Phillips Academy and Abbot Academy merged and created a distinctive coeducational institution that combined the best of both traditions. “Finis origine pendet,” the academy seal affirms. The end does indeed depend upon the beginning.

—Jean St. Pierre
Instructor in English and Theatre
Abbot Academy
Phillips Academy



In 1789, the first scholarships from John Phillips are recorded “in consideration of further promoting the virtuous and pious education of Youth.”



Samuel F.B. Morse, inventor of the telegraph and originator of the Morse Code, graduates in the class of 1805.

In 1805 the initial instruction in writing, music, and the rudiments of mathematics are required.







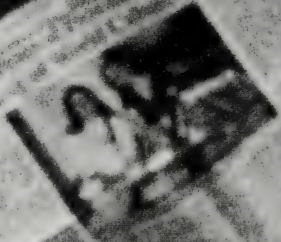


The PHILLIPIAN

Students Pleased by Awarding



Operating for Student for 1925-1948
Funding





AN OVERVIEW

CAMPUS

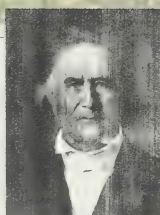
Phillips Academy's 500-acre campus rolls across a hilltop in the town of Andover, Massachusetts, about 21 miles north of Boston and about the same distance west of Salem, Gloucester and the sea. Elm-shaded paths crisscross campus lawns and quadrangles that lead to more than 160 buildings, including the Addison Gallery of American Art, the Oliver Wendell Holmes Library and the Robert S. Peabody Museum of Archaeology.

[A map of the campus can be found in the pocket at the back of the catalog.]

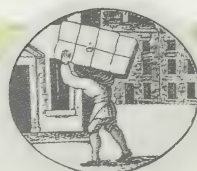
RESOURCES

The school's endowment of \$350 million (as of June 30, 1997) supports student scholarships and tuition, maintenance of the campus, academic programs and the academy's faculty. Among the school's resources are 624 dormitory rooms, 72 classrooms, an astronomical observatory, more than 100 computers, a video and electronic imaging center, language and music laboratories, a licensed FM radio station, five extensive science laboratories, a 65-acre bird sanctuary, 20 art and music studios, a state-of-the-art theatre complex, three gymnasiums, two swimming pools, 18 playing fields, 25 tennis courts, two dance studios, an all-weather track and a covered hockey rink.

In 1808 the Andover Theological Seminary is founded on property adjoining Phillips Academy.



Headmaster John Adams adds the study of Thucydides and Herodotus to the curriculum in 1810.



In 1811 William Goodell walks 60 miles from his home to attend Phillips Academy, carrying his trunk on his back.

THE FACULTY

Andover has 220 full-time and part-time faculty members who hold, among them, 166 Ph.D. and master's degrees. Extraordinarily talented in their fields of expertise, they are committed educators who offer guidance and support not only in the classroom but in all aspects of their students' development, including athletic ability, social skills, multicultural awareness and ability to make moral decisions. Because classes average only 14 students and the school's overall student/faculty ratio is six-to-one, Andover's talented faculty, 95 percent of whom live on campus, are able to guide their young students effectively.

STUDENTS: "YOUTH FROM EVERY QUARTER"

Andover's 1,130 students, equal numbers of boys and girls, come from 44 states and from 34 countries, and each brings to campus a treasure of experiences and traditions to share. Of many different religions and cultures, the students are partners in a multicultural community that has been celebrating diversity for more than 200 years. Informally, in conversations on campus and simply by living and studying together, our students constantly teach each other about their backgrounds and cultures. Formally, the school sponsors dozens of lectures, films, special programs and cultural celebrations throughout the year.

About 10 percent of the student body is international.

About 30 percent of the student body is composed of students of color.

About 40 percent of the student body receives need-based financial aid.

AN OVERVIEW

ANDOVER'S GRADES HAVE UNUSUAL NAMES:

9th-graders are called **juniors**. As the school's youngest members, juniors have a special academic and residential program designed to guide them successfully through their first year.

10th-graders are called **lower middlers or lowers**. Lowers, too, have a special program, the Life Issues curriculum, a series of classes with topics ranging from peer relations to community work.

11th-graders are called **upper middlers or uppers**.

12th-graders and **post-graduates** are **seniors**.

Much could I tell you that you know too well;
Much I remember, but I will not tell;
Age brings experience; graybeards oft are wise,
But oh! How sharp a youngster's ears and eyes!

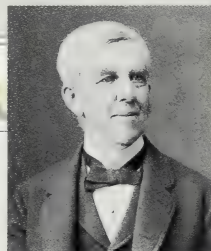
From *The School-Boy*
by Oliver Wendell Holmes
Class of 1825

In **1814**, public exhibitions at the end of the year are instituted and Wednesday afternoons are reserved for declamations.



Bulfinch Hall, designed by Charles Bulfinch, is built in **1819**.

Discussion begins in **1820** on the course of study necessary to prepare for college. Twenty subjects are studied, 13 of which are in Latin and Greek.



In **1825** Oliver Wendell Holmes, poet, literary leader, and doctor, graduates from Phillips Academy. Holmes immortalized Bulfinch Hall, "the classic hall" in his 1878 poem *The School-Boy*.

CLUSTERS: "SCHOOLS WITHIN A SCHOOL"

The cluster system of six "schools within a school," each a neighborhood on the campus, is the heart of Andover's campus life. Designed to create opportunities for close student-faculty contact, clusters give students the advantages of a small residential community. Each cluster of about 200 boarding and day students and 40 faculty families is led by a cluster dean and is a microcosm of the school at large, including students from all backgrounds with all sorts of interests. Student orientation, intramural sports, weekday social functions, Blue Key activities and discipline are all organized by cluster. During the course of the school year, each cluster takes on its own distinct personality and spirit. (Cluster affiliations do not affect academics, extracurricular activities or interscholastic athletics.)



The Blue Key

The Blue Key organization is in charge of Andover's

school spirit. Its members, energetic seniors, have been known to paint their faces vivid shades of blue for the Andover-Exeter football games.

The six clusters, organized by the geographic locations of their member dorms, are Mount, Flagstaff, Pine Knoll, Rabbit Pond, West Quad North and West Quad South.



"Do females possess minds as capable of improvement as males?" is the subject of the 1827 Philomathean Society debate.

On May 6, 1829, Abbot Academy, one of the first educational institutions in New England to be

founded for young women only, opens its doors. Founded by Sarah Abbot, it has 70 girls in its first class. The school thrives and ultimately merges with Phillips Academy in 1973. Its vision: "a commitment to basic intellectual train-

ing and moral guidance, resistance to passing fashion, and—above all—a respect for the importance of women in American society."



"Each part of the PA campus holds something dear to me. Although I love many places on campus, the library ties everything together as a universal constant. The library feeds my imagination and fills me with knowledge of the past, present and future. I have always been enthralled with the magic of books."

—Danielle Li '99, East Brunswick, N.J.

The Teacher's Seminary at Phillips Academy is established in **1830** to provide general education for the non-college bound students.



Samuel Francis Smith writes "America" (My Country, 'Tis of Thee) in **1832** while living in the house on Main Street now known as America House. It has been used as a dormitory by the academy since 1919.

Frederick Law Olmstead, famed landscape architect and designer of Central Park in New York City, graduates in **1838**.



In **1840** the cost of tuition for one term is \$6.00, a fee "which is remitted to indigent students."



"I have learned to work hard but to also keep things in perspective. It is important to fit lots of fun things into your schedule, too—those may be things that make Andover memorable for you."

—Katherine Otway '00, Reading, Mass.

The Teachers' Seminary at Phillips Academy becomes the English Department and coordinates with the Classical Department in 1842.



In 1850 the school's first gymnasium is founded.



In 1852 Calvin Stowe and wife Harriet Beecher Stowe arrive in Andover. He is a professor at the Andover Theological Seminary and she has just finished writing *Uncle Tom's Cabin*. Harriet begins to hold social events that are



criticized as leading to "dissipation for the students."







PART TWO: UNIQUE CAMPUS RESOURCES



33

THE ADDISON GALLERY OF AMERICAN ART



In 1930, when Thomas Cochran, Class of 1890, gave to the school the Addison Gallery of American Art, he wrote that he wished his gift “to enrich permanently the lives of the students of Phillips Academy by helping to cultivate and foster in them a love for the

beautiful.” Serving as both a nationally recognized museum and an educational resource for the school and the region, the Addison enriches the life of Phillips Academy and the community in many ways.

The museum’s holdings are acknowledged as a distinguished collection and include works by, among others, Washington Allston, John Singleton Copley, Benjamin West, Thomas Eakins, Winslow Homer, James A. McNeill Whistler, George Bellows, Edward Hopper, George B. Luks, John Sloan, Alexander Calder, Hans Hofmann, Georgia O’Keeffe, Jackson Pollock, Frank Stella (PA’54) and Andrew Wyeth.



Winslow Homer, *Bigg's Bluff*, 1886, oil on canvas,
Addison Gallery of American Art

The Addison makes available to Andover’s students and to the public this extraordinary collection as well as nine or more exhibitions each year. Last year, the Addison Gallery was the only New England venue for the Roy DeCarava

Retrospective, organized by the Museum of Modern Art in New York and featuring more than 100 photographs by DeCarava depicting jazz musicians and life in Harlem.

The museum's education department also arranges special programs and gallery talks for Phillips Academy students to accompany their course work. Recently, for example, chemistry students attended a program on the chemistry of art conservation, while biology students studying cancer attended a special showing of the *Living With Breast Cancer* exhibition.

During a typically busy month at the gallery, American history classes studied the Addison's exhibition *The American City* with its masterworks, which included Sloan's *Sunday*, *Women Drying Their Hair*, Childe Hassam's *Fifth Avenue* and *53rd Street* and Hopper's *Manhattan Bridge Loop*.

Photography students studied the works of Walker Evans (PA '22), Lotte Jacobi, Roy DeCarava and Hollis Frampton (PA '53). Children from elementary schools in Lawrence came to the museum to see exhibitions of art and photography and to meet the exhibiting artists. And hundreds of visitors were delighted to view an exhibition of more than 90 works by Winslow Homer.



Top: Roy DeCarava, *Graduation Day*, 1949, gelatin print, Addison Gallery of American Art.
Below: John Sloan, *Sunday, Women Drying Their Hair*, 1912, oil on canvas, Addison Gallery of American Art.



The first female head of Abbot Academy, Nancy J. Hasselline, arrives in 1854. She strengthens the curriculum and

manages the school's business affairs. The July trustee report says: "We regard it as a prominent peculiarity and excellence of this school that the pupils are taught to think for themselves."

The average is one faculty member for every 79 students at Phillips Academy in 1855.



Richard T. Greener is the first African-American student to graduate from Phillips Academy, Class of 1865. He went on to become the first black graduate of Harvard.

THE OLIVER WENDELL HOLMES LIBRARY

At the hub of Andover's intellectual life is the Oliver Wendell Holmes Library, named after the famous physician, poet and wit, who was a member of the class of 1825. The building contains the academy's main collection of over 100,000 volumes and is home to more than 200 years of Phillips Academy archives and several special collections. It subscribes to 260 current American and foreign-language serials, receives several daily newspapers from throughout the country and has an extensive retrospective periodical collection in microform. The Oliver Wendell Holmes Library is a part of the technological revolution that is providing more information from more places to more people more rapidly than ever before. Currently, the library has in place a fully automated catalog (OWL), access to the Internet global computer network and more than 780 subject-oriented data bases, some of them full text. Because of Andover's strong academic tradition, the library assumes the responsibility for teaching students how to retrieve and evaluate information rapidly and simply in all formats. The building, open more than 85 hours each week to support student and faculty study and research, contains open stacks, seminar rooms, faculty research carrels, a faculty reading room and a number of classrooms.

Particular treasures in the Oliver Wendell Holmes Library are the Jansson Atlas, printed in Amsterdam in 1657, the papers and books of Dr. Holmes and one of the world's leading collections of Vergiliana.

My cheek was bare of adolescent down
When first I sought the academic town;
Slow rolls the coach along the dusty road,
Big with its filial and parental load;
The frequent hills, the lonely woods are past,
The school-boy's chosen home is reached at last.

From *The School-Boy*
by Oliver Wendell Holmes



Shimeta Neesima leaves Japan as a stowaway on the ship "Wild Rover" for America. He is adopted by the shipowner, an Andover trustee, and takes on the

name Joseph Hardy Neesima. In 1867, Neesima graduates from Phillips Academy, later from the Andover Theological Seminary. Neesima becomes the first

Japanese to be ordained a Congregationalist minister. He returns to Japan and founds Doshisha University, the largest private university in Japan.



THE ROBERT S. PEABODY MUSEUM OF ARCHAEOLOGY

Founded in 1901 through the bequest of Robert S. Peabody (PA 1857), the museum is a repository of information where American history stretches back more than 12,000 years, a laboratory for active scientific inquiry, and a center for exploring ideas of community, culture and craft. An amateur archaeologist with a lifelong interest in Native American cultures, Peabody wanted to bring to students “the knowledge that such a science as archaeology exists” and to foster respect for the people who first inhabited this continent. For 75 years the Peabody played a key role in the development of American archaeology. Recently, the museum has re-emphasized its primary role as a teaching museum, serving Phillips Academy and the broader community. The collections, representing nearly every indigenous culture area in North America, include more than 700,000 artifacts from Paleo-Indian to the present day. The museum’s programs and exhibits reflect several goals, including teaching understanding and appreciation of human development and cultural diversity; exploring relationships between natural sciences and social sciences; studying and preserving the record of Native American cultures; and involving Native American people as partners in this work.

THE BRACE CENTER FOR GENDER STUDIES

The Brace Center for Gender Studies, in historic Abbot Hall, was opened in 1996 to enhance and strengthen the school as a coeducational institution by providing resources for the study of issues related to gender. In lectures, forums and films, the center addresses issues of adolescent growth and development and the influence of gender on individual achievement.



The formation of the Abbot Alumnae Association occurs in **1871** upon the suggestion of Miss Phebe McKeen.

In **1871**, “uncle” Samuel Taylor, headmaster of Phillips, dies on the steps of the chapel while entering for morning service.

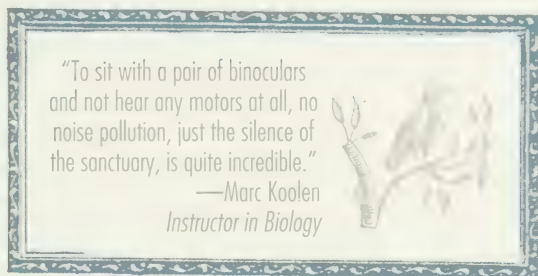


Modern foreign languages are introduced into the classical department in **1872**.

In **1873** the Abbot *Courant* is founded as Abbot’s history and literary magazine.

THE MONCRIEFF COCHRAN SANCTUARY

The Moncrieff Cochran Sanctuary is a 65-acre tract of rare beauty on the northern end of campus. Dogwood, azalea, rhododendron and laurel provide a succession of bloom from late April to mid-June. Trails wind around two ponds and through extensive natural wild areas and are used all year long by hikers, bird-watchers, cross-country runners, mountain bikers, cross-country skiers and the academy's Search and Rescue program.



RESOURCES IN TECHNOLOGY:

TECHNOLOGY

Andover's world-class computing facilities are staffed by fluent professionals who are interested in providing assistance to students and faculty. Presently, a state-of-the-art fiber optic computer network provides high-speed computer access to more than 20 academic and administrative buildings on campus. Network access is available to all students through public labs with more than 120 computers. In fall 1997, new IBM/compatible PC and Macintosh computers will be installed in the computer center, each station with Internet and e-mail access; similar upgrades are also being made to some of Andover's satellite computer labs. Additionally, Andover has begun a pilot program to extend the computer network to a number of dormitories. Every student also has a private telephone line and a personal voice mail box. Andover prides itself on being able to offer students the most current technologies.

The Phillipian.



The arrival of Cecil F.P. Bancroft as headmaster at Phillips in 1873 marks the beginning of the "modern" Andover. During Bancroft's tenure the student body increases from 262 to over 400 pupils.



In 1875 the four-year Classical course is introduced at the school.



In 1877, *The Phillipian*, the official student newspaper of the academy, is established. One of the oldest school newspapers

in the country, it has been published every Friday of every school year since its inauguration.



PHILLIPS ACADEMY COMPUTING FACILITIES

The Computer Center, located in the library's lower level, contains two computer classrooms and a computer laboratory filled with more than 70 computers (Macintosh and IBM) and printers, plus Internet access and e-mail. The center is an evolving hub of electronic technology constantly being updated with new equipment such as scanners and CD-ROM players. It is open to students for their individual use while faculty use the computer classrooms for lessons in nearly all academic subjects. Additionally, five adjunct Macintosh laboratories are available in the math, music, arts, language and science buildings. The Computer Center has been recognized for its outstanding work by Apple Computer, Inc., as a Macintosh Reference Site and as a Solutions 91 School. The staff operates an on-site repair center and also offers free training sessions for faculty, staff and students.

THE FRANCES YOUNG TANG THEATRE

The Tang Theatre is a highly sophisticated, 400-seat flexible courtyard theatre that can be configured into proscenium, three-quarter or arena-style seating. The theatre boasts a computerized expressions light board and a digital sound system of recording-studio quality, and is complemented in the George Washington Hall theatre complex by scenery and costume shops, make-up rooms, and a second "black-box" theatre with 150 moveable seats.

THE AUDIO VISUAL CENTER AND KEMPER AUDITORIUM

The Audio Visual Center has two fully equipped multimedia classrooms that support laser discs, VHS tapes, dual slide projection, 16 mm films, compact audio discs and photo CDs. The center's vast collection of films, tapes, slides and, most recently, laser discs, are shown in video viewing rooms and in Kemper Auditorium, equipped with a 12-speaker surround-sound system, an enhanced video projection system, and new media-control Crestron System.

In 1878 Phillips celebrates its 100th birthday. In honor of the occasion, Oliver Wendell Holmes reads his poem *The School-Boy* at the Centennial Celebration.



1878 marks the first year of the Andover-Exeter athletic competition. In



November, Andover plays its first football game against Exeter (and wins), beginning the long athletic rivalry between the two schools.



In June 1892 the first two women are elected to the Board of Trustees of Abbot Academy. They are Mrs. Frances Kimball Harlow and Mrs. Henrietta Learoyd Sperry.



THE POLK CENTER FOR VIDEO AND ELECTRONIC IMAGING

The Polk Center is a digital prepress lab capable of producing professional graphics and state-of-the-art digital video. Students have access to six video-editing suites, a video studio, and a 16-station computer classroom equipped with Macintosh 8500s, scanners and black and white and color laser printers.

THE LANGUAGE LEARNING CENTER

The Language Learning Center is the first all-digital language lab facility in the country offering access to real-time video and audio files as well as data over the network.

Teachers interact in each target language with individuals or groups of students using headsets and microphones. The Language Learning Center is the model for similar facilities being planned in colleges and universities throughout the country.



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“For language teachers and students, the big news is the Language Learning Center. I am just beginning to experiment with it, and already it is revolutionizing my teaching. This may be one of those rare instances in which increased efficiency also leads to deeper and broader learning.”

—Peter Merrill
Instructor in Russian

THE WILLIAM B. CLIFT RECORD LIBRARY

The William B. Clift Record Library offers students the opportunity to examine pieces of music closely using computer-based CD analysis software. With the center's integrated midi keyboards and computer technology, students are also able to compose and revise original musical pieces. The library's enormous collection of classical, rock and roll, blues, jazz, reggae, country and hip-hop music, plus musical scores, sound effects CDs, comic routines and much more is available to the entire campus.



In **1893** Abbot introduces college prep courses and strengthens the classical studies program.



The year **1899** sees the first Abbot Field Day when “young ladies gathered joyfully to take part in sports.”



In **1901** at Phillips Academy . . . the required morning chapel begins at

7:50 a.m., a year's tuition is \$100, and a student can generally expect to pay about \$3.00 a week for food. Many students coming from a distance boarded with local families in the town of Andover for about \$4.00 a week.







“When we hear the old story, that girls aren’t as good in science as boys, we think, ‘What are these people talking about?’ That’s just not true at Andover. In my most advanced chemistry class this year, 10 of the 17 students were girls. Four of the top five grades went to girls. And their projects! Winnie Chan, for example, taught nuclear magnetic resonance spectroscopy to the class. What can I say? It was fantastic.”

—Temba Maqubela, Instructor in Chemistry



The Borden Gymnasium is dedicated in 1902.



The Robert S. Peabody Foundation of Archaeology Museum is opened in 1903. Now the Robert S. Peabody Museum of Archaeology, it holds over 700,000 artifacts.



"Studying foreign language was new for me, and since all of the modern language courses are taught entirely in the target language, I needed a lot of help to keep pace with the class. My teacher, Mr. Sturges, encouraged me to come frequently to conference period, which, I must admit, I did a lot that first term, and to call him at home if necessary. Mr. Sturges' passion and love of French helped me to accomplish more than I thought possible. At the end of the fall I was recommended to move to accelerated first-year French, and now, as a senior, I will take AP French literature.

—David Niles '98, Northport, Alabama



Brothers Field is completed in spring 1903.

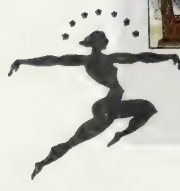
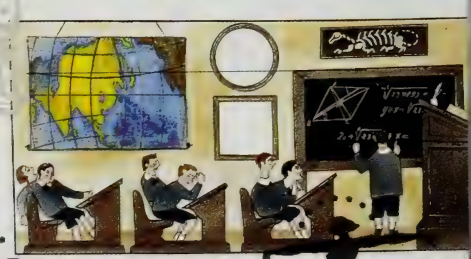


Field hockey is introduced at Abbot Academy in 1903 and the first competitive game is played a year later against Bradford Academy.

By the 1940s, Abbot women were participating in field hockey, basketball, tennis, skiing, skating, gymnastics, softball, track, archery, lacrosse, horse-back riding and dance.



The first Rhodes scholar, a former Phillips Academy student, is chosen in 1904.



SCHOOL

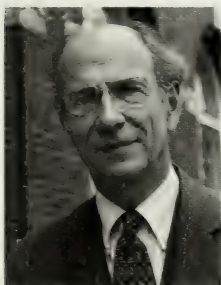


PART THREE: THE ANDOVER EDUCATION



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THE FACULTY



he exchange between those who want to learn and those who love to teach marks the vitality of this academy. In their readiness to engage students, the 220 faculty members on this

campus present a wide and wonderful array of talent. From their imagination and scholarship spring prized textbooks, while language learning is enriched by their native tongues. And what great talent and dedication are present in the school's coaches

and their remarkable teams! The faculty here yoke teaching and learning. They challenge, yet are compassionate; they encourage the mastery of detail, yet enable dreams to flourish. As the origin of the word *instructor* suggests, the faculty are devoted to building understanding: the learning that lies in discovering a voice, in linking ideas and service, in facing, as one playwright suggested, "the sheer astonishment of living." Graduates return to speak of the affection, dedication and generosity brought into their lives by their Andover teachers. Over and over again, this school brings joy to those who relish its learning and to those who practice its teaching.

—Philip Zaeder

Dean of Faculty

Instructor in English

His was the charm magnetic, the bright look
That sheds its sunshine on the dreariest book;
A loving soul to every task he brought
That sweetly mingled with the lore he taught.

From *The School-Boy*
by Oliver Wendell Holmes

For a complete list of Andover's faculty and faculty emeriti, please see p.161.

THE ACADEMIC PROGRAM



Andover's curriculum is designed to provide every student with a strong and broad foundation in the arts, humanities and sciences. During their years at Andover, students develop a wide range of basic skills and then, with the advantage of flexible planning and much choice, are able to reach as far as their strengths and talents will carry them. From their first days at the academy until graduation, students are supported by their adviser, a faculty member who in bi-weekly meetings helps

them create, monitor and refine their course of study.

Andover's size permits extensive elective offerings, with courses beyond college entrance level. Before they graduate, students may do research with recombinant DNA, study the calculus of vector functions and quantum mechanics, take seminars in existentialism and constitutional law, build a mag-lev model train, perform in *The Nutcracker*, compose chamber music, produce a film, publish their poetry. The curriculum is at once broad and deep, demanding and flexible, prescribed and freely chosen. It creates excitement and enthusiasm for learning in both students and teachers alike.

The result is a dynamic program of education that is constantly renewing itself, debating pedagogy and schedule, reviewing offerings, revisiting syllabi, developing new forms of assessment, integrating new technologies, and seeking to meet the needs of students with a variety of learning styles. Teachers and students model for each other a commitment to inquiry and performance that makes Andover truly a community of learners. The academic energy on campus is palpable.

In this catalog, you will find information about each academic department and a list of courses offered; the courses themselves, and diploma requirements, are described fully in the accompanying booklet, the *Course of Study*.

—Vincent Avery

Dean of Studies

Instructor, Department of Philosophy and Religious Studies



On June 13, **1905**, the trustees hold the first prom for the girls of Abbot Academy in the newly built Davis Hall.

In **1908** Phillips Academy purchases the land and buildings of the Andover Theological Seminary, thereby greatly increasing the academy's resources and making new development possible. The Seminary moves to Harvard

University and subsequently on to Newton, Massachusetts, to become the Andover-Newton Theological Seminary.

Negley Farson, a member of the graduating class of **1910**, describes Phillips Academy this way: "Andover was one of the purest, least self-conscious, utterly unpretentious democracies I have lived in anywhere on earth."





Initial placement in math, science and foreign language varies according to the level of accomplishment each new student exhibits upon arrival. Flexibility in course offerings permits those with particular ability in these areas to move forward at a pace that makes the best educational sense for them. As students progress, they are presented with increasing choice so they may fashion a largely individualized program in the senior year.

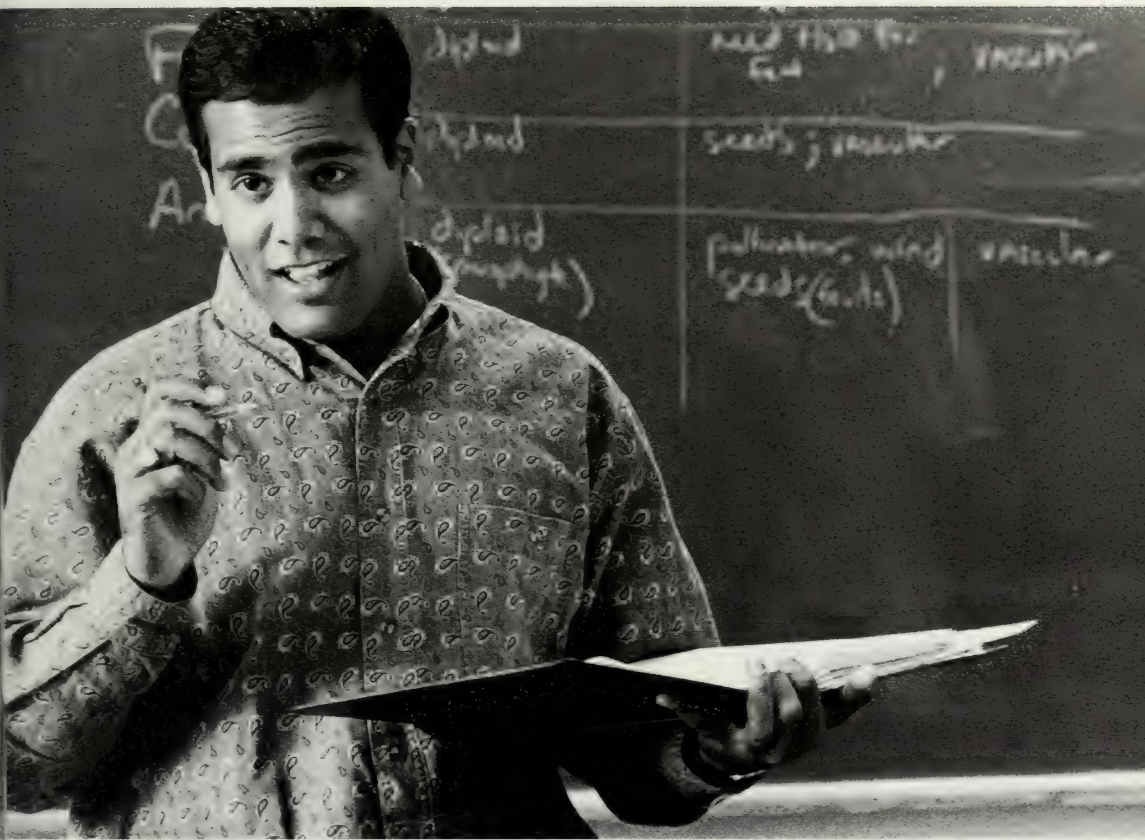


Williams Hall is acquired in 1910 as a dormitory for ninth graders.



Miss Bertha Bailey becomes Headmistress of Abbot in 1912 and is said to have ruled the girls' school "with an iron hand." It was during her

tenure that the first international students arrived at Abbot from China, Japan, Greece and Brazil.



Andover's ninth-graders (juniors) enjoy the support of a special program crafted for their class. In a coordinated approach, groups of ninth-grade students take English, social science, and art or music together so their teachers can confer and plan as they address these young students' needs and encourage their growth.

In 1918 Humphrey Bogart is dismissed from Phillips Academy for "incontrollably high spirits."



Dr. Benjamin Spock, pediatrician, author and authority on child-rearing practices, graduates in the class of 1921.



The memorial Bell Tower is constructed in 1923 in memory of Phillips Academy graduates who lost their lives in World War I.





COURSE LIST

Visual Studies
 Visual Studies for Juniors
 Introductory and Advanced Ceramics
 Introductory, Intermediate and
 Advanced Photography
 Drawing and Two-Dimensional Design
 Three-Dimensional Design
 Sculpture
 Contemporary Communications
 Video and Computer Animation
 Computer Graphics
 Introductory and Continuing Painting
 Watercolor Painting
 Printmaking
 Architecture
 Filmmaking
 The Vietnam Legacy in Literature
 and Film
 Art History
 Advanced Placement in Art

Work spaces in the Elson Art Center include a fully equipped wood and metal shop, painting studios, two complete photography labs, printmaking lockers, two video editing rooms and a computer graphics studio. The ceramics studio is in memory of Benner Hesse.

ART

The art department courses help our students explore the relationship between seeing and thinking and challenge them to involve themselves in the creative process. The Visual Studies course is the cornerstone of the Visual Arts curriculum and teaches students that a basic visual vocabulary is necessary in order to understand the language of images. Elements such as texture, shape, line, rhythm and color are topics for discussion and the focus of some basic assignments in drawing, photography and collage. Recently, three-dimensional design and computer graphics and video projects have also been included to encourage students to consider the impact of design and to emphasize the significance and complexity of sequential and motion media imagery. The basic introduction to visual literacy will help demystify the experience of looking at images and will make available to Andover's students the vast wealth of art that transcends time and cultural boundaries. Students who wish to pursue several terms of art can choose from a wide variety of courses taught by a faculty of

10 practicing artists. Exposure to art faculty exhibitions and works in progress, as well as access to the remarkable collection at the Addison Gallery of American Art, enhances the studio experience.



The year 1930 sees a great deal of construction: The original library is completed and named after Oliver Wendell



Holmes. Thomas Cochran founds the Addison Gallery of American Art in the hope that "if Andover students could be surrounded by beautiful things, their lives would

be immeasurably enriched." Today the gallery holds a collection by artists including Winslow Homer, Thomas Eakins, Georgia O'Keeffe, Jackson Pollock and Frank Stella (PA '54).

A fifth level of English literature instruction is added at Andover in 1932, focusing on British and American literature.

COURSE LIST

Etymology

Greek Literature

Classical Mythology

Structure of Classical Languages

Courses in Latin and Greek are listed
under Foreign Languages.

CLASSICAL STUDIES

Four full-time members of the classics department teach several elective courses in classical studies designed to provide students with a broad introduction to classical civilization through history, literature, mythology and etymology. Additionally, through the study of Greek, the department offers students a direct entry into Greek literature. The Greek alphabet is easily mastered in the first few class meetings, and students quickly discover that the poetic and expressive qualities of Greek

language and literature stimulate the imagination and illuminate the early political and intellectual development of the Mediterranean basin. In Latin, the department employs a multicultural, intellectually diverse approach to the study of Roman language, literature and culture, relating the Roman experience to that of other cultures, modern as well as ancient, whenever possible. In so doing, the department offers students a direct entry into the traditional Latin literary curriculum while at the same time providing students with an opportunity to develop a more sophisticated historical and international perspective. Traditional language study is supplemented with readings in English that address both ancient and modern cultural concerns.



The Cochran Chapel, given by Thomas Cochran, Class of 1890, is built in 1932. A superb example of neo-

Georgian architecture, the chapel continues today to act as a gathering place for school events and as a center for a pluralistic religious community.



In 1933 Claude Fuess becomes the 10th headmaster of Phillips and brings about curriculum revisions, emphasizing breadth and variety; four years of history are required in order to increase an awareness

of the Western world; four years of science are required; and art and music appreciation courses are added to the curriculum.

COURSE LIST

The Myth and the Journey
 Writing to Read, Reading to Write
 The Seasons of Literature
 Shakespeare
 Advanced Writing Workshops
 Writing Through the Universe of Discourse
 The Poet Muse: The Modernist Vision
 James Joyce
 Man and God
 Literature of Two Faces
 The Epic Poem
 The Magic and the Mask
 Objective and Subjective Realities
 Madness and Method
 The Empire Strikes Back
 Voices Within the Culture
 Modern Drama
 Time and Place in the Southern Novel
 The Modern Voice
 Rosebud Searching for Identity
 Shakespeare on the Page and Stage
 The Short Novel
 The Essential Gesture:
 A Study of Resistance in Literature and Film
 Satire and Comedy
 Novel and Drama
 Creative Writing
 Literature of the Quest
 Evolving Lines in Poetry
 Feasts and Fools:
 The Topos of the Festive Social Gathering
 Studies in African Literature and Culture
 Writers in Depth: Hemingway and Fitzgerald
 Images of Women
 Chaucer and His Age
 A Hard Rain:
 The Vietnam Legacy in Literature and Film
 Play Writing

ENGLISH

The English department believes students should accumulate reading and writing skills that are reinforced over the years as they encounter increasingly sophisticated forms of writing in their own work and the works they read. At the heart of this endeavor is the department's conviction that expression in language is intrinsic to the development of young adults. The English department curriculum first introduces students to the joys of reading and writing, and then invites the students to refine those skills as they enhance their ability to develop a voice and enrich their appreciation of other voices.

In English 100, students experiment with forms of writing ranging from personal narratives to pragmatic arguments and initial critical analysis, mostly in the form of journal entries. The literature highlights the journey, encouraging students to explore with the characters the adventures encountered in stories real and fictional. In English 200, students study expository writing in the fall, poetry and short fiction in the winter, and a longer novel in the spring. Throughout the year, they study the relationships between form and content both in their own writing and the writing of published essayists,

In 1935 an adult education program, called the Andover Evening Study Program, is sponsored by Phillips Academy.

In 1939 music lessons for credit are first offered at PA.



COURSE LIST

CHINESE

Beginning, Intermediate
and Advanced Chinese

Stories in Modern Chinese

Communications in Modern Chinese

FRENCH

Beginning and Intermediate French

Le Village Français

The Novel

Film

Journalism

Short Stories

Theatre

French Civilization

The Non-European French World

French Literature

Advanced Conversation

History of France

Advanced Placement in Language

Advanced Placement in Literature

Modern Literature

GERMAN

Beginning, Intermediate
and Advanced German

Advanced Placement Language

GREEK

Beginning, Intermediate
and Advanced Greek

Iliad and Odyssey

History, Tragedy, Lyric

poets, dramatists, novelists and short-story writers. In English 300, students study the literature of tragedy, comedy, romance and satire, and write about it in a variety of rhetorical modes; in the spring they study Shakespeare. In the Elective Program, students are invited to select from among two dozen electives each term. The students learn about the philosophical underpinnings of major works, as those works reflect elements in critical literary history.



FOREIGN LANGUAGES

A faculty of 30 teachers in the Foreign Languages Division offers Andover students many choices. Ancient foreign languages offered are Greek and Latin, the source languages of Western thought and literature. Modern foreign languages offered are Chinese, French, German, Italian, Japanese, Russian and Spanish. Emphasis is on the spoken word, and the foreign language is the basis for all communication in the classroom. The learning of skills in the first two years leads to a third year of grammar review and topical study in literature and civilization. With this foundation, many students choose to move well beyond in more specialized areas. At all levels of study, students supplement their course



In the mid to late 1940s, war-related courses are added to the curriculum, including navigation and meteorology.

ITALIAN

Intensive Introductory Course for Seniors

JAPANESE

Beginning Japanese

Intermediate Japanese

Advanced Japanese
(to be added in 1998-1999)

LATIN

Introduction to Latin

Ovid, Apuleius

Petronius, Catullus, Vergil

Comedy, Biography and Epic

Advanced Epic, Lyric and Prose

Advanced Placement in Literature

Advanced Placement in Vergil

RUSSIAN

Beginning and Intermediate Contemporary Russian

Conversation and Composition

Composition and Russian Classical Literature

The Russian People: Their Heritage and Literature

SPANISH

Beginning and Intermediate Spanish

Intensive Language Practice

Readings in Spanish

Conversation and Composition

Current Events; Video

Contemporary Spanish
and Spanish-American Literature

Introduction to Spanish Literature

Advanced Placement in Literature

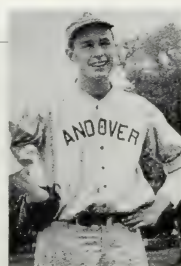
Advanced Placement in Language

Major Works in Spanish
and Spanish-American Literature

work with videotapes, audio tapes and computers in the Language Learning Center and with such activities as foreign language theatrical performances, radio shows broadcast in foreign languages, cultural festivals, language tables in the dining room, visits by performing groups and trips to special events in Boston and at nearby schools and universities.

Students are urged to consider opportunities, sponsored by Andover or by other schools, to live and study abroad, which are described on page 74. Those interested in pursuing two languages should consult with the Foreign Language Division Head.

In upper-level courses, students can prepare for Advanced Placement examinations in language and literature and can qualify to take advanced courses when they enroll in college. Superior students may carry out independent projects under careful guidance, or they may enroll in a post-Advanced Placement course. An intensive introductory course in Italian is offered for seniors. All other languages offer introductory and intermediate courses, with opportunities for acceleration.



Future President George Bush graduates from Phillips Academy in 1942. The captain of the varsity baseball team, Bush is voted in the yearbook as a "best all-around fellow" and is called "Poppy" by his classmates.

COURSE LIST

The Human Experience
 United States History
 Elective Courses
 The Early Modern World
 The World in the Nineteenth Century
 The World in the Twentieth Century
 Modern European History
 Introduction to Economics
 Urban Studies Institute
 Comparative Government
 International Relations
 Asia: China, Japan and India
 Africa and the World
 The Middle East
 Latin American Studies
 Ancient History
 Issues in Economics
 Economics II
 American Race Relations
 Masculine/Feminine/Human:
 Issues in Gender Relations
 Nuclear Power and Weapons:
 Proliferation and Response
 Victorian England
 The Courts and Individual Liberty
 and Equality Under Law

HISTORY AND SOCIAL SCIENCE

Courses in history in the junior and lower years emphasize major themes in world history and teach skills and concepts essential to the study of history and social science, thus preparing students for more advanced courses in the field. In the upper year, most students study U.S. history. Seniors may choose from a variety of area histories: Asia, Africa, Middle East, Latin America; or from social science courses: Introduction to Economics, Comparative Government, or International Relations. A yearlong Advanced Placement survey of modern European history is also available to seniors, uppers and exceptional lowers. Seniors may take advanced courses in economics, Ancient History, American Race Relations, Issues in Gender Relations, Nuclear Power and Weapons, and Courts and the Constitution.

In the required U.S. history course and in most of the senior electives, students write extensive research papers, using government documents, newspapers, letters, diaries and interviews, the raw materials of history. Two programs are of special interest: Qualified seniors and uppers may spend the spring term in Washington, D.C., working as an intern in a congressional office, or may join the Urban Studies Institute, which involves both course work and work in the city

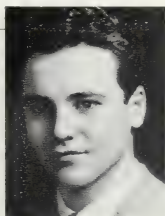
of Lawrence, Mass. In these special programs and in the classroom, students receive instruction as well as guidance from the department's faculty of more than 20 members.



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The Andover Summer Session is inaugurated in 1942, under the direction of Wilbur J. Bender, with the participation of 197 boys.



Jack Lemmon, future film actor and Academy Award winner, graduates from Phillips in 1943.

In 1944, Marguerite Hearsey, a scholar with an M.A. from Radcliffe and a Ph.D. from Yale, becomes the 14th principal of Abbot Academy. Miss Hearsey asserts that students should "work for mastery of subject, not grades."



"Earlier in the year, the Gospel Choir was to sing at an all-school meeting at 9:45 a.m. By 10:10, our pianist still hadn't shown up. Literally hundreds of students and faculty members were in their seats, waiting, and the entire choir was on stage, but no music. So I asked Charlene Sadberry if she'd mind singing. She was a little nervous, but she said OK. She sang 'Amazing Grace,' and it WAS amazing. She has a really strong, full voice, even though she's only in 10th grade. The song




In 1945 the "Direct Method" of language instruction is introduced with hopes to produce linguists and not grammarians.



In October 1948, Lieutenant-Colonel John Mason Kemper is inaugurated as the 11th

headmaster of Phillips Academy. Fourteen years later in October 1962, *Time* magazine puts Headmaster Kemper on its cover. "Kemper's gifts for hard analysis and easy leadership galvanized Andover," the article says.

 The total cost for a student to attend Phillips Academy in 1949 is about \$2,150.



is often sung with musical accompaniment and musical interludes, but Charlene sang it a cappella and she drew everyone, and she held everyone, even during the silences."

—Becky Sykes, Assistant Head of School

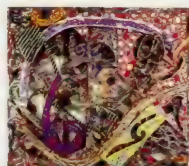
"How did I feel when I sang? It was a little last minute, I'll tell you that. But how did I feel? I felt honored to represent the choir."

—Charlene Sadberry '99, Houston, Tex.



The **1950** senior class
sends 64 students to
Harvard and 46 to
Yale.

**Abbot
Academy**
celebrates its 125th
anniversary in **1954.**



Frank Stella, now a
famous abstract
artist, graduates in the
class of **1954.**



"Tad Warshall is one of the top students in the country now in mathematics. When he was in ninth grade, he used to get to his Math 31 class early in order to study what had been left on the blackboard—in other words, what hadn't yet been erased—from the previous class, a calculus class. How about that? He taught himself logarithms by looking at leftovers."

—Donald Barry, Instructor in Mathematics

In 1954 the first African-American woman, Beth Chandler Warren, matriculates at Abbot Academy.

НОВЫЙ ГОД

In 1955 the Russian language is first taught at Phillips Academy.



In 1955 the first full-time male teacher is hired at Abbot Academy, and Mary Crane, a widow with four small children, is appointed as the head of Abbot.

In response to a national teacher shortage, the Andover Teaching Fellow Program is inaugurated in 1955 to recruit and train young men for the teaching profession.



"After being at Phillips Academy for four years I have formed what I fondly call a 'safety net' of people I turn to in times of need. Among that group of trusted faculty members is Alice Purington, who served as my day student adviser. In reality, though, she served as much more than just that. She quickly became a friend."

—Gina Finocchiaro '97, Methuen, Mass.



Abbot Academy beanies
with symbols of gargoyles
and griffins. Circa 30s-50s.





COURSE LIST

Elementary Algebra
Algebra Review
Geometry
Algebra Consolidation
Geometry and Precalculus
Intermediate Algebra
Precalculus
Elementary Functions
Precalculus-Trigonometry
Probability
Data Analysis
Discrete Mathematics
Analytic Geometry
Advanced Mathematics
Calculus
Advanced Placement Calculus
Advanced Placement Statistics
Honors Mathematics Seminar
Linear Algebra
Calculus of Vector Functions
Computer Programming:
Beginning, Intermediate and Advanced
Independent Projects

MATHEMATICS

The 26 members of the mathematics department teach a curriculum built around a core sequence of elementary algebra, geometry, intermediate algebra, and precalculus. The department also offers many elective courses, including elementary and advanced calculus, analytic geometry, infinite series, probability, statistics, computer science, linear algebra, and vector analysis. More than one third of all mathematics is taken electively, much of it in preparation for the Advanced Placement examinations in calculus and statistics.

The department is located in Morse Hall, equipped with computers, graphing calculators and overhead projection systems. Computer courses include introduction to computers and preparation for the Advanced Placement tests in Computer Science. Computer languages include C++ and Pascal.

At Andover, the community of students who like math is sizable. Some did advanced mathematics when they were quite young; many join the student math club and the math team, which has ranked number one in New England in several math competitions.

These students share their curiosity and knowledge with their peers and with a faculty of dedicated mathematicians who have written math textbooks and who have been at the forefront, for a decade, of curricular movements in the field.

Students who have difficulty with math are invited to evening math study halls for extra help.



With the realization in **1955** that some material being taught at Phillips is repeated when students enter college, Advanced Placement credit begins at Phillips with a chemistry course and a fifth-level French class.



The science curriculum at Abbot is revised in **1956**.

In the late **1950s** the decision is made to admit the best 250 candidates, regardless of their ability to pay the tuition. Phillips Academy's enrollment increases to over 800 students.

COURSE LIST

The Nature of Music
Survey of World Art Music
Jazz
Survey of World Popular Music
Electronic Music
Advanced Electronic Music
Words and Music
Survey of Western Music History
Theory and Composition I; II; III
Chamber Music Seminar
African Drumming Ensemble
Fidelio Society
Band
Chorus
Chamber Orchestra
Private Instrument and Vocal Lessons

MUSIC

The music department faculty consists of 10 resident teacher-performers, 27 adjunct instrumental teachers and one full-time librarian. All of the faculty are active performers in the Boston area, and most of them have graduate degrees in music. Instrumental lessons are available on all band and orchestral instruments and on the piano (classical and jazz), organ, harpsichord, harp, guitar (classical, folk, rock and jazz), carillon, African drums and voice.

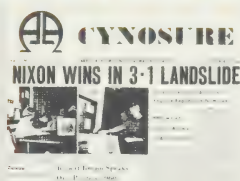
Andover offers courses in all areas of music study and for all levels of student, and sponsors more than 80 student and student-faculty concerts on the campus each year. The music building, the beautifully renovated Graves Hall, has three large classrooms, two large rehearsal/concert rooms, a music library (recordings, computer lab and scores), an electronic music studio and 19 practice rooms. Many of the concerts that involve large performing groups take place in the Cochran Chapel. The base-

ment of Cochran Chapel houses a fully equipped rehearsal room and a library of choral music, and upstairs is one of the department's treasures, a 30-stop, double manual, tracker-action organ.

Students of all levels can participate and perform in Andover's many musical groups. There are four orchestras: the Academy Symphony Orchestra (100 members), the Chamber Orchestra (33), Amadeus (23) and the Corelli Society (15). The choral program is comprised of the Chorus (90), the Cantata Choir (80), Fidelio (a 15-member madrigal group), the Chapel Quartet and the Gospel Choir. There is also a handbell choir that rehearses weekly in the chapel. Wind players have multiple opportunities: the Concert Band (80), the Jazz Band (25) and smaller wind and brass ensembles.

Bartlett Giamatti, later to become 19th president of Yale University and baseball commissioner, graduates from the academy in 1956.

From 1959 to 1961, Andover raises \$6,750,000 for new campus facilities.



The first Abbot Academy newspaper, the *Cynosure*, is published in 1960.



COURSE LIST

The Biblical World View

Introduction to Ethics

Religious Discoverers

Asian Religions

Religions of the Book:

Judaism, Christianity and Islam

The New Testament Perspective

Proof and Persuasion

Views of Human Nature

Law and Morality

Nonviolence in Theory and Practice

In Search of Meaning

Bioethics: Medicine

Bioethics: The Environment

Existentialism

In Search of Justice

Great Philosophers

Advanced Studies in Religion

PHILOSOPHY AND RELIGIOUS STUDIES

The Department of Philosophy and Religious Studies and its faculty of five seek to initiate students into three distinct and interrelated human quests: the search for meaning, the search for justice and the search for the foundations of knowledge. The process of initiation is intended to provide an introduction to outstanding literature in the field and to assist the student in developing a personal response to the search and the necessary qualities and skills for its pursuit. The department is committed to exploring these basic human concerns with imaginative empathy and by means of dialogue and rational inquiry. It seeks to encourage growth in understanding and empathy among different cultures, traditions and social groups.



In 1961 the Asian Studies program begins.



In 1964 the Andover Summer Session becomes co-ed.



In 1964-1965 the Search and Rescue program is introduced, an outdoor activity course involving kayaking,

mountain-hiking, climbing, rafting and first-aid skills. This innovative program becomes the foundation for Outward Bound.

COURSE LIST

Introductory Psychology

Developmental Psychology

PSYCHOLOGY

The psychology department faculty consists of three doctoral-level, licensed psychologists who both teach and provide psychological counseling services. Two courses for uppers and seniors examine fundamental concepts

in the field with particular emphasis on helping the student explore the relationship between psychological knowledge and personal growth in the context of a diverse social environment. The Introductory Psychology course acquaints the student with the complexity and diversity of psychological inquiry and includes as topics personality theories, research methodologies, human development, social behavior and psychopathology. The Developmental Psychology course examines human growth and development from infancy through adulthood. Different theoretical perspectives of psychological development are examined as they relate to developmental milestones. Class work includes lectures, discussion and reading, as well as direct observation and interaction with children of different ages.



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In **1966**, Andover's first Faculty Steering Committee issued its visionary report on the educational program, recommending "a broader elective program, an outward

facing attitude toward society, and a more nurturing approach to students." The report also led to the establishment of Andover's cluster system.



WPAA, Phillips Academy's student-run FM radio station, goes on air in **1966**.

SCIENCE DIVISION

The science program at Andover is designed to expose students to the range of science that will enable them to be responsible, informed citizens and to continue to study the areas of science that interest them. Ideally, their curiosity will be piqued, and they will become confident, active questioners, problem-solvers and experimenters in the laboratory, in the classroom and as independent learners. The requirement of two yearlong courses (including laboratory work) and the guideline of an additional three terms provide extended experience with two sciences and a chance to study a favorite discipline in more depth, as well as to have some experience with both the biological and the physical sciences.



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COURSE LIST

Introduction to Biology
College Biology
Ecology
Animal Behavior
Microbiology
Evolution and Ecology
Advanced Placement Biology
Molecular Biology
Human Physiology
Biology-Chemistry Laboratory

BIOLOGY

Introductory courses give students a general background and an understanding of some of the current trends in biology. During the spring term, students design and carry out independent, controlled experiments which they present in seminars and short scientific papers.

The intermediate courses provide an exposure to biology for students who prefer chemistry and physics (since the science requirement specifies some work in both the biological and the physical sciences) and offer topic-centered work in biology for students, who enjoyed the introductory courses.

The term-contained advanced courses permit students after they review and build on material introduced earlier, to study some topics in considerably more depth than is usual in a typical Advanced Placement course. The laboratory and field work in these courses give students experience with the techniques of chromatography, electrophoresis, spectrophotometry, statistical analysis, dissection and



WASHINGTON INTERNSHIP PROGRAM

The Washington Internship program begins for Andover students in

conjunction with Exeter in 1969.

$$e^{\pi i} + 1 = 0$$

In 1969 Math 55 is offered, covering topics and their application in linear algebra, multivariable calculus and probability.

genetic engineering, as well as qualitative and quantitative field analyses. Computer simulations are also used.

Students who love working in the laboratory and have completed a year of biology and chemistry are invited to join the laboratory research course, where they learn state-of-the-art genetic engineering techniques and apply them to independent research projects. This course provides a unique opportunity for advanced biology and chemistry students to work in close collaboration with a faculty mentor and a few like-minded fellow students in an informal laboratory setting. Some students use the course as a springboard to further summer research work or to see whether they might want eventually to do scientific research as a career.



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Bird-watching trips are sponsored occasionally by the Natural History Club. In the basement of Evans Hall is a superb stuffed bird collection on loan from Harvard University, and an extensive shell collection is exhibited in various parts of the building. The greenhouse is available for student research projects in the spring.

The interdisciplinary course "Man and Society" is introduced in 1970, focusing on revolutionary Mexico and urban America, coupled with an off-campus experience.



Term-contained elective courses are introduced in 1971.



In 1971 a main frame computer is installed in Morse Hall to begin computer education at Andover.

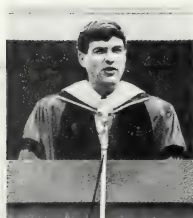


COURSE LIST

Introduction to Chemistry
College Chemistry
Chemistry of the Environment
Chemistry of Nutrition
Organic Chemistry
Advanced Placement Chemistry
Biology-Chemistry Laboratory

CHEMISTRY

The central course in the chemistry department is introductory inorganic chemistry, which includes the study of atomic structure, stoichiometry, bonding, gases, solids, solutions, thermochemistry and thermodynamics, kinetics, equilibrium, acid-based reactions, electrochemistry, nuclear chemistry and organic chemistry. Interactive lectures, chemical demonstrations and group work are used in class to show how these seemingly abstract topics are an integral part of everyone's world. The use of computer graphing and graphing calculators has added depth and sophistication to this endeavor. Lab work that is largely quantitative and closely related to theory is an important part of the way in which students explore chemistry and accounts for about a quarter of the work in the course. Students work alone and also in groups and use the labs to test and explore the reality of text assertions. Tools available to them include top-loading balances, correct to a hundredth of a gram, analytical balances, correct to a tenth of a milligram, spectrophotometers, pH meters and voltmeters. All laboratories are equipped with ample ventilating hoods.



In March 1972, Theodore R. Sizer, former dean of Harvard Graduate School of Education, is named the 12th headmaster of Phillips Academy. In *Speculations on Andover* he says:

"Andover ought to stand for the ideal of a heterogeneous school. It ought to demonstrate the special power of such for learning. Accordingly, Andover

should vigorously recruit an international student body, boys and girls of social, racial, national and religious diversity."

COURSE LIST

Introduction to Physics

College Physics

Classical Mechanics

Cosmology

Physical Geology

Observational Astronomy

Electronics

Geology of the Solar System

Advanced Placement Physics

Relativity and Quantum Mechanics

Physics Seminar

PHYSICS AND ASTROPHYSICS

The physics department offers several introductory courses at various levels of difficulty. Some representative topics are mechanics, waves, heat, electromagnetism, light and modern physics. The physics department operates the Thornton Observatory, which houses a research-grade, 16-inch reflector, a 6-inch Brashear refractor and six other portable telescopes. These instruments are used in astronomy courses and in project work. Recent projects have included solar, lunar and planetary study, astrophotography, computer simulations and orbit analysis. The department is well-equipped with laboratory and demonstration equipment such as an air track to eliminate friction,

photogates for precise timing, cathode ray oscilloscopes for a multitude of uses, a seismograph, and computers for rapid data analysis, word processing or programming. The Dake Microcomputer Laboratory is housed in the physics wing of the science building and is networked to the resources of the Computer Center.



Past student independent projects in science have included laser transmission of information, holograms, construction of an electronic calculator and construction of a 27-foot, remote-controlled helium blimp.



In 1973

Andover merges with neighboring girls' school, Abbot Academy, under the direction of headmaster Sizer and Donald Gordon, headmaster of Abbot.





COURSE LIST

Introduction to Acting
Public Speaking
Technical Theatre
Theatre Theory and History
Introduction to Directing
Advanced Acting and
Directing Workshop
Play Production
Shakespearean Workshop
Introduction to Dance

THEATRE AND DANCE

The Department of Theatre and Dance offers students academic courses in all aspects of theatre and dance, practical exploration in both disciplines and the opportunity to present their work before an audience.

In dance, students may study ballet or modern dance as an academic course or as an afternoon sport. Classes and dance recitals are held in a studio with a sprung floor; additionally, dance performances are scheduled throughout the year in the school's three theatres.

In theatre, students may study acting and directing; design and construction in scenery, lighting or costumes; and theatrical theory and history. Also, hands-on instruction is constantly available in all aspects of performance and production. Classes and performances are held in a state-of-the-art complex that includes a workshop theatre that seats 80; a "black box" theatre which, with 150 movable seats and a computerized light and sound system, is often used for student-directed performances; and a highly sophisticated, 400-seat flexible courtyard theatre that can be configured into proscenium, three-quarter or arena-style seating. This major theatre boasts a computerized expressions light board and a digital sound system of recording-studio quality, and is often used for faculty-directed productions.

In a typical school year, 20-30 productions are mounted by students working for academic credit under the direction of theatre and dance department faculty, as well as by students in extracurricular organizations. Additionally, professional guest artists in both theatre and dance come to Andover as often as possible to work shoulder-to-shoulder with students in classes and performances. Last year, for example, Andover students joined Emmy award-winning actress Dana Delany (PA '74), for six days of workshops on acting for the camera. Delany also attended rehearsals and performances of student productions and acted as a chaperone for the senior prom.

I think that I shall never see
A waste quite like an SAT.
An SAT is just a test
to find which people guess the best.
With paragraphs of boring lore
penned before the Civil War.
I think erosion is to rocks...
and blackened in the proper box.
For un-computer types like me
such nonsense is an SAT.
Poems are changed by fools like me
but God would blow his SAT.

In 1973, a student penned this verse and posted it on a door on the day of the SATs:



Dana Delany, future Emmy Award-winning actress of ABC's *China Beach*, graduates in the first co-ed class of 1974.



ADVISING AND SUPPORT SYSTEMS

At the heart of the Phillips Academy experience are student-faculty relationships. Many of these relationships develop organically through day-to-day engagement in every venue of the campus with the shared enterprise of learning. Others are more structured to ensure that each developing adolescent is constantly offered the gifts of sustained adult attention and support. (1996 Steering Committee Report II)

For boarding students, the primary adult contact is a house counselor whose apartment is in the dormitory and with whom the student often forms a close personal relationship. In addition, every Andover student has an individual advisor who helps design the student's course of study and extracurricular program and follows up with biweekly meetings. Together, the house counselor and advisor work to ensure that each student is challenged but also thriving, fully involved but not overwhelmed.

For ninth-grade boarding students, advisors are assigned by dormitory. When the ninth-graders move to upper class dorms, they are assigned a permanent advisor. For ninth-grade day students and for all students who enter in grades 10-12, a permanent advisor is assigned, with preferences accommodated whenever possible. The permanent advisor and student are paired until graduation, so their relationship grows as the years go by.

Additionally, every student has five or six classroom teachers, a cluster dean and a coach or special activities supervisor (plus a college counselor for seniors) each term. These adults provide a network of support for every student at Andover. House counselors, day student advisors and classroom teachers write to parents at the end of the fall and spring trimesters, and all Andover faculty members encourage parents to call them with questions or turn to them for information about their sons' and daughters' progress.

EXTRA HELP

Classroom teachers are available for extra-help sessions during the morning conference period and at other times as well. The Graham House Counseling Center also offers student tutorial services, study counseling, study skills courses, peer counseling and psychological counseling. The Writing Center offers student writers one-on-one editorial conferences with



The Philips Academy Cantata Choir and Chamber Orchestra come into existence under the direction and guidance of

William Thomas, and have been performing on tour every spring since 1977. Some of the tour destinations include Belgium, France, Italy, Scotland, Spain, England and many cities in the United States.

In 1978 Phillips Academy celebrates its 200th birthday with celebrations and festivities.



Donald McNemar is named the 13th headmaster of Phillips Academy in 1981.

peer counselors and faculty every Monday, Wednesday and Friday in its computer-equipped setting. For students having particular struggles with math, a math teacher is available three nights a week at math study hall. And faculty members from the Science Division are available in Evans Hall for special science study hours on Tuesday nights.

COLLEGE COUNSELING

The College Counseling Office carefully guides uppers and seniors through the process of applying for admission to college. Counseling begins in the winter of the upper year with a series of meetings to outline the 18-month cycle and to explain and demystify the college admission process. Each student is assigned to one of the five college counselors; the student and counselor meet first to review academic, personal and extra-curricular histories and then to establish tailor-made criteria for the development of an initial college list. Individual and group meetings continue in the fall and winter of senior year, focusing on the refinement of the list and the details of the applications themselves. Parents, who are enlisted from the outset as partners in the process, receive a quarterly newsletter from the college counseling office, and are encouraged to communicate their ideas and concerns to the staff, who are well versed in the exhilaration and the struggles involved in the college application process. Many Andover students attend their first-choice colleges, and Andover students are indeed highly regarded by selective colleges. Still, college admission is extremely competitive and there are no guarantees.

The College Counseling Office's goal is to help Andover students take charge of this important rite of passage and together to create choices in April of their senior year.

A list of college matriculations for the 1997 graduating class appears on page 153.



In 1981 the Community service Program is developed, serving three local agencies. Today, students can participate in volunteer projects at over 25 local organizations.

The tuition for boarders in 1982 is \$7,200.



In 1986, headmaster McNemar and the chief of foreign relations for the Soviet Ministry of Education sign an exchange program with the Novosibirsk Physics-Math School in

Siberia. The program, the first of its kind for high school students anywhere in the United States, begins the following fall. Later in the decade, Nobel Laureate and peace activist Andrei Sakharov (above left) visits the academy.



OFF-CAMPUS PROGRAMS

Several outstanding off-campus programs are available to Andover's students. Phillips Academy tuition, fees and financial aid, however, do not cover the cost of these programs.

SCHOOL YEAR ABROAD

School Year Abroad, an independent program, offers to qualified uppers and seniors a full academic year of living and studying in France or Spain or a semester in China. In the program, stu-

dents live with host families, participate in the activities of local athletic and social

clubs and pursue a course of study (both in English and in Spanish, French

or Chinese) under the supervision of sponsoring teachers from Andover,

Phillips Exeter Academy, and St. Paul's School of

Concord, N.H. School Year Abroad offers

travel and all College Boards and provides

full academic credit, permitting students to

graduate from Phillips Academy with

their own class. Andover students

who wish to participate must

consult with their

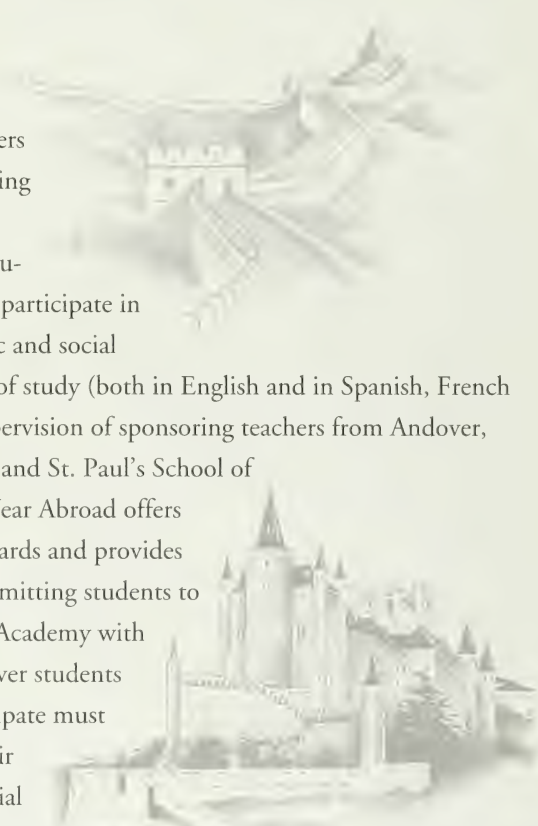
advisor or the dean of studies. Financial

aid is available. For more information,

please call (978) 725-6828.



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A 30,00-square-foot addition is added to the library in **1988**. The library currently holds over 100,000 volumes of books.



1991 sees the beginning of the \$5.3 million renovation of the art building. Now known as the Elson

Art Center, the complex is home to Kemper Auditorium; studios for painting, drawing, sculpture, photography and other art classes; the Polk Center for Video and Electronic Imaging; the updated Audio Visual

Center with two fully-equipped multimedia classrooms; and display areas for student work.

TRIMESTER PROGRAMS IN FOREIGN COUNTRIES

Andover offers small numbers of qualified students trimester programs in several foreign countries. It is possible for advanced-language students to attend a local school in the following cities: fall term, Novosibirsk, Russia; winter term, Göttingen, Germany; Madrid, Spain; Abidjan, Côte d'Ivoire; Antibes, France; spring term, Bologna, Italy; summer, Harbin Institute of Technology, Harbin, China; University of Salamanca, Salamanca, Spain; Toin Exchange Program, Yokohama, Japan. Each program has its special characteristics. For more information, consult the Division of Foreign Languages at (978) 749-4200.



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TRIMESTER PROGRAMS IN THE UNITED STATES

The Washington Intern Program, sponsored by Andover and Exeter, allows a group of uppers and seniors to spend the spring term in Washington, D.C., working in the offices of U.S. senators and representatives.



The Mountain School Program of Milton Academy, a semester-long program for uppers, offers students the opportunity to enjoy a different living and learning experience on a 300-acre farm in Vermont.

The Maine Coast Semester is a similar, semester-long program offered fall term in Wiscasset, on the coast of Maine. Students continue their academic courses in addition to activities that emphasize practical skills and crafts.



The William W. Rosenau Fitness Center opens in 1992.

The "Life Issues" course is added to the curriculum for lowers, and the science and arts diploma requirements are increased in 1993.



In 1994, Barbara Landis Chase becomes the 14th head of school, the first woman to hold the position.

"Our students will need courage and compassion, a sense of balance and of humor, a commitment to work and to their families, a sure sense of themselves and a deep commitment to the community. They will need knowledge and goodness."

—Barbara Landis Chase
Investiture Address

SUMMER PROGRAMS

THE PHILLIPS ACADEMY SUMMER SESSION

The Phillips Academy Summer Session offers its students intensive academic and personal growth in a pre-college setting. It provides demanding classes, invigorating afternoon activities, engaging trips to colleges and cultural activities, and comfortable dormitories that prepare students for collegiate residential life. More than 60 courses are offered in literature and writing, languages, mathematics, the sciences, OCEANS (marine biology at sea), philosophy, the social sciences, and speech and debate. In addition, opportunities to pursue art courses, music lessons and drama are also available, as is an extensive English as a Second Language Program. The average class size is 14. Applicants must be age 14 by June, and must be graduates of the 8th, 9th, 10th or 11th grades, with a strong school record and a serious desire to spend the summer in challenging, disciplined study. Financial aid is available. Please call or write:

The Phillips Academy Summer Session
Phillips Academy
Andover, MA 01810-4161
Telephone: (978) 749-4400
e-mail: summersession@andover.edu

"It was like something out of *Moby Dick* or *Voyage of the Beagle*. Andover's research schooner *Sarah Abbot* was ghosting through the fog on Stellwagen Bank 18 miles northeast of Provincetown when the ship's dog woke from her nap, sniffed the air, and began pacing the deck. Suddenly, we heard a great gasp of air. The dog squealed and pointed her head to the port. Almost instantly, the grey back of a 45-foot humpback whale rose out of the water alongside the schooner as the whale blew and coated the crew in a cloud of mist. Then the humpback rolled on its side, and for three minutes biology students and the whale looked at each other eye-to-eye . . . taking the measure of each other with eyes, ears, minds and hearts."

—Randy Pepper, *Instructor in English*
Instructor, OCEANS summer program

新 春

School Year Abroad, long established in France and Spain, opens a similar program in Beijing, China, in 1994. The program was founded by Andover, Exeter and St. Paul's School.

The following summer program is not available to Andover students but may be of interest to applicants:

(MS)²: MATH AND SCIENCE FOR MINORITY STUDENTS

The (MS)² program—Math and Science for Minority Students—offers mathematics and science instruction during the summer to African-American, Hispanic/Latino and Native-American students who attend public schools in selected urban centers and Native American communities. Ninth-grade boys and girls are selected on the basis of their superior ability and strong interest in mathematics and science, as well as financial need. The goal of the (MS)² program is to prepare minority students to compete successfully for admission to selective colleges and for careers in science, engineering and medicine. Students currently enrolled in Phillips Academy's regular session are ineligible to attend (MS)². Please call or write:

Edith L. Walker, *Director*
(MS)² Program, Phillips Academy
Andover, MA 01810-4161
Telephone: (978) 749-4402
e-mail: MS2@andover.edu

(MS)²



McKean Hall on the Abbot campus was renovated in 1989. Restoration of the remaining two buildings on the Circle, Draper and Abbot halls, began in 1995,

creating the following spaces: the new Brace Center for Gender Studies, 12 faculty residences, office space for outreach program and administrative departments, and an apartment for the visiting artist in residence.



In 1996 the town of Andover celebrates its 350th birthday.

In September 1996, Andover's second Faculty Steering Committee, appointed by head of school Chase, issues its report for the school's educational vision for the 21st century.



ANDOVER STUDENTS' TOP 10 DORM DECORATIONS

1. TAPESTRIES
2. POSTERS OF BANDS
3. MAGAZINE CUT-OUTS
4. PLANTS
5. PHOTOGRAPHS
6. GLO-IN-THE-DARK STARS
7. COLLAGES
8. DRIED FLOWERS
9. CRATES FOR BOOKSHELVES
10. LAUNDRY



The Brace Center for Gender Studies is opened in **1996** in historic Abbot Hall as a place to study and understand gender issues within the framework of a coeducational institution.

The Board of Trustees in October 1996 approves a strategic plan for the school. One of the plan's goals is to reduce the student body from nearly 1,200 to 1,025 over four years.



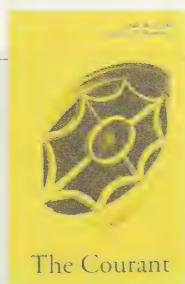
ANDOVER STUDENTS' TOP 10 READING SELECTIONS

1. *HAMLET*
2. *THE ODYSSEY*
3. *HUCKLEBERRY FINN*
4. *A SEPARATE PEACE*
5. *THE PHILLIPIAN*
6. *SEVENTEEN MAGAZINE*
7. *THEIR EYES WERE WATCHING GOD*
8. *THE NEW YORK TIMES*
9. *THE CATCHER IN THE RYE*
10. *A RAISIN IN THE SUN*



1996 The Language Learning Center is created for students studying foreign languages. It is the first all-digital language lab facility in the coun-

try offering access to real-time video and audio files as well as data over the network.



The student literary magazine, *The Courant*, is voted a first prize by the American Press Scholastic Association in 1996. *Backtracks*, the general interest non-fiction student magazine, wins a second prize in the same competition.



"When I came to Andover, I brought with me a footrest that was hand-made in Nigeria. My father brought it to America when he came 30 years ago. As there are many Nigerian paintings, masks and sculptures in our house, the footrest reminds me of home. I think it is important to bring a piece of home with you when you come."

—Kanu Okike '97, Boylston, Mass.

In 1997 the average is approximately one teaching faculty member for every seven students.



The rededication of the Abbot Circle takes place on May 3, 1997, marking the beginning of a new era in the history of that physical space.



"My first couple of weeks at Andover were somewhat hard in terms of work. Because I was getting adjusted to the new life here, I had to wake up early (around 6:00 a.m.) to finish my work. Part of the problem is that I tend to procrastinate and part of it was that I just had trouble getting to all the work. Luckily, my house counselors were there for me, and with their help I climbed out of this small rut. My house counselors give me lots of academic and personal support."

—Tyler Grace '00, South Hamilton, Mass.



In May 1997, the Andover baseball team is invited to play against Exeter on historic Doubleday Field in Cooperstown, N.Y.

In fall 1997, a new advising system is implemented, fulfilling the first of the Steering Committee Report's recommendations.

END OF
HISTORIC
TIMELINE

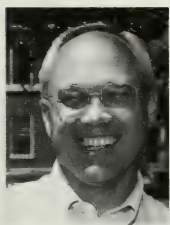
**BEAT
EXETER**



PART FOUR: STUDENT LIFE



INTRODUCTION



What makes Andover such a terrific place? The answer could be the campus, the faculty or the academic program, but, from my point of view, the best answer is the students. Its founders' goal that the academy attract "Youth from every quarter" makes Andover different from other boarding schools and a richer experience for all.

Students at Andover come from Brooklyn and from Beijing. Some are conservative, while others are liberal. Muslims, Christians, Jews and a variety of other religions and cultures are represented. We have students with special talents in areas ranging from math to theatre and from sports to music; some have talent in all areas. Our multifaceted community means Andover students can always find someone who shares their interests, appreciates their talents and can give them useful advice when they need it.

The school's cluster system, combined with our academic and psychological counseling services, our Office of Community and Multicultural Development, our chaplains and our health center, enable Andover to offer unmatched opportunities for support and guidance. These resources permit the academy not only to react to student initiatives and needs, but also to offer a rich residential curriculum of programs dealing with such issues as interpersonal relationships, drug and alcohol use, human sexuality, and racism. We also take great care to maintain a low student-faculty ratio in the dormitories, so house counselors and complementary house counselors can oversee their young charges carefully and work efficiently with each student's advisor.

Going to Andover can change the way a student looks at learning and at the world. In education, growth is the name of the game, and Andover provides a fertile environment for student development.

Andover's goal is to bring to its campus talented students who can enjoy the advantages of its size, while at the same time making each individual feel adequately supported and comfortably at home.

—Steve Carter, *Dean of Students & Residential Life*



RESIDENTIAL LIFE

Andover's 1993 Long-Range Plan emphasized residential life as the school's top priority and the 1996 Steering Committee Report reinforced and strengthened that commitment. Two results of these planning initiatives are a reduction in the student-faculty ratio in dormitories, achieved through a reduction in the size of the student body, and the creation of additional faculty apartments in the dorms, and an enhanced advising system. Our goal has been to enrich the interaction between house counselors and students and provide even more support for each student outside the classroom.

Additionally, the academy has made a substantial commitment to the renewal of its campus facilities, spending \$7 million on dormitory improvements over the last few years. These changes allow for even greater contact between students and faculty and enhance the school's cluster system, the heart and soul of Andover's community life.



The Clusters

All students at Andover—boarders and day students—are assigned to one of the school's six clusters, which function as small communities within the academy. Dormitories are assigned to clusters according to their geographic neighborhood; each cluster includes girls' and boys' dorms, about 200 day and boarding students from most classes, and 40 faculty families. Clusters create the personal atmosphere of a small school in which everyone knows everyone else and people do most or many things together.

The dean of students oversees the six clusters, each of which is supervised by a cluster dean who knows all the students in the cluster, works closely with student leaders, and is available to students and parents for information and advice. Clusters do not affect students' classes, their extracurricular activities or interscholastic sports, but student orientation, intramural sports, weekday social functions, Blue Key spirit activities and discipline are all organized by cluster.

Dormitories

Boarding students live in boys' or girls' dormitories with house counselors and their families. The dormitories vary in size, housing from four to 42 students. One faculty family is in residence in the smallest dormitories; large dormitories have as many as five faculty residences. All living arrangements encourage close relationships among students and between students and house counselors. Every boarding student has a private telephone and every day student has a voice mailbox, so they can be reached easily, and all

students have a mail box in the full-service mail room in George Washington Hall. One-third of the boarding students live in single rooms, two-thirds in double rooms. Because students benefit from knowing members of all classes, most dormitories house lowers, uppers and seniors. Juniors, the youngest students, benefit from extra supervision and guidance and so live together in dormitories with special study and lights-out policies.



RESIDENTIAL EDUCATION AND SUPPORT

Andover takes seriously its responsibility to help students maintain a healthy lifestyle and has developed several specific programs to address alcohol and drug use, human sexuality, nutrition and body image and many other issues that concern young people today. Some of the programs are required, some are voluntary; all are for day students as well as boarders.

Each fall, all new students attend four basic classes in alcohol- and drug-use prevention; all returning students choose from among 36 related workshops given by the Freedom from Chemical Dependency Foundation.

Every student also attends Martin Luther King Day seminars in January and AIDS education workshops in the spring. All lowers (10th-graders) participate in the twice-weekly, term-long Life Issues course, Living and Learning in a Multicultural Community. Topics in the course include: friendship, identity, drugs and alcohol, sexuality, gender, and racism.

Some students choose to take a Human Relationships and Sexuality seminar offered to uppers and seniors. The Brace Center for Gender Studies, the Women's Forum, and the Date Rape Prevention Team offer programs designed to educate the community on gender issues. Those wishing to explore the issues of racism can join SARC (Students Against a Racist Community). Other student-run organizations and support groups deal with such important issues as body image and the aftermath of divorce.

The residential education program is challenging and helpful to Andover's students during their years at Andover and, they say, when they leave for other settings as well.



“Finis Origine Pendet’— The end depends on the beginning. I think of this motto when I think of our focus on the juniors. They are at the beginning of their time here, and the faculty feel so strongly that it’s our responsibility to ensure that it’s the best beginning it can be. By simply having junior dorms, we send a message that these students are special and have special needs. The prefects (seniors in the junior dorms) are the backbone of the program. They are selected because of their interest and expertise in working with our youngest students. They provide the role modeling which is critical to the development of good study habits, self-confidence and community spirit. The junior dorms have a unique atmosphere of support, energy and building for the future lives of our youngest students.”

*—Paul Murphy, Instructor in Mathematics
Junior House Counselor*

Brave, but with effort, had the school-boy come
To the cold comfort of a stranger’s home;
How like a dagger to my sinking heart
Came the dry summons, “It is time to part;
Good-by!” “Goo—ood-by! one fond maternal kiss ...
Homesick as death! Was ever pang like this? ...
Too young as yet with willing feet to stray
From the tame fireside, glad to get away, —

From *The School-Boy*
by Oliver Wendell Holmes


THE OFFICE OF COMMUNITY AND MULTICULTURAL DEVELOPMENT

In keeping with the school's Statement of Purpose, the mission of the Office of Community and Multicultural Development is to raise awareness and encourage sensitivity to differences of race, ethnicity, religion, gender, socioeconomic class, geographical origin and sexual orientation. The office sponsors workshops, lectures and educational programs for the entire Phillips Academy community. Students and faculty obtain the greatest benefit from freely sharing their ideas and values. This open communication contributes to building a strong community, as it allows individuals to appreciate perspectives similar to and different from their own. A small library and a reading area help promote exchange among students and faculty on a range of issues related to a diverse community.

Within the office, the dean, student advisors and program coordinators are available to provide counseling and support to individual students and to student groups. The office is also the home base for Diversity Alliance, a collective of student leaders and faculty advisors of campus cultural clubs.

ISHAM HEALTH CENTER

Phillips Academy employs a full-time physician/medical director who is Board-certified in pediatrics and pediatric endocrinology, a licensed pediatric nurse-practitioner, and 11 registered nurses to staff Isham Health Center. The health center with 20 beds is open 24 hours a day while school is in session. Services provided by Isham include lab work and X-rays, nutrition counseling with a dietitian, and scheduled clinics for orthopedics/sports medicine, dermatology and orthodontics. The Isham staff maintains close association with approximately 60 medical and dental specialists in the Andover and Greater Boston communities who are readily available for consultation. Isham Health Center also welcomes requests for follow-up and continuing care from students' home physicians.



"Over and over again, I hear graduates say how much they miss the personal care and attention they received at Andover. Of course, while they were here, they felt independent. Our approach helped them to build confidence through a sense of autonomy."

—Bobby Edwards
*Dean of Community and
Multicultural Development*



GRAHAM HOUSE COUNSELING CENTER

The Graham House Counseling Center serves the community in several ways. The staff is responsible for psychological counseling, academic counseling, study skills courses, student tutorial services, the psychology department curriculum, consultation to faculty and staff and specialized workshops on health and human issues.

THE CAMPUS MINISTRY

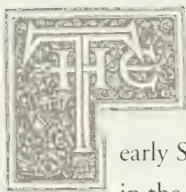
Reflective of the school's multicultural student body, the religious ministry at Phillips Academy is diverse. A priest, minister and rabbi serve the ongoing liturgical and celebrative needs of Roman Catholic, Protestant and Jewish students. The chaplains also teach, counsel and help organize a variety of community service and social action projects for the entire campus. To meet the needs of students from other spiritual traditions, opportunities are provided for reflection, meditation and fellowship in a variety of settings both on- and off-campus.

RULES AND DISCIPLINE

Andover enforces a set of rules carefully designed to protect the rights of individuals and to allow the school to achieve its ends. The rules serve to preserve order in the community so learning can take place and to teach students that individual freedom can be achieved only through proper respect for one's self and for others. All incoming students receive a copy of the school's rules published in *The Blue Book* and are responsible for knowing and complying with its contents.

When a rule infraction involves discipline rather than counseling, the discipline is handled at the cluster level. Offenses involving a student's integrity, social offenses that threaten the well-being of other individuals or the school community, or continued infractions that indicate an unwillingness to come to terms with the demands of the school all render a student liable to dismissal. Andover takes special care to address issues associated with alcohol and illegal drugs, the possession or use of which is forbidden.





DAILY LIFE

Andover operates on a trimester system. The year begins in early September and ends in mid-June, with breaks in December and in the early spring. Students normally have four or five class meetings per day. Classes are held on Monday, Tuesday, Thursday and Friday, the full class days, and on Wednesday morning and selected Saturday mornings in the fall and spring terms. Classes do not meet on Sunday.

The weekly schedule provides time for independent study, rehearsals and sports, for informal visits to the museums and for extracurricular activities.

All students participate in athletics four afternoons a week; interscholastic competitions are held on Wednesday and Saturday afternoons.

All students also spend about two hours each week in the school work program, which is designed to instill a sense of community responsibility for the daily operation of the school, to remind students of the practical elements of life beyond academia and to help the school reduce its operating costs. Students share the jobs of cleaning the dormitories' hallways and common rooms and helping in classrooms, offices and laboratories. All students take turns working in the dining hall.



HOMEWORK

Academic course work is intensive and involves about 20-25 hours outside of class preparation each week. On nights before classes, formal study hours begin at 8 p.m., at which time students must be signed in to their dormitories or an academic area on campus. By 10 p.m. (9:30 p.m. on Sundays and Thursdays), students must be studying in their dormitories and be signed in for the night.

Despite the amount of time that must be spent on academic pursuits, most students become very involved in extracurricular activities and social events. By allowing students to make some choices about how they spend their time, Andover encourages independence and personal responsibility.

WEEKENDS



Social events during the week are limited by the demands of the academic program, but the weekend program on campus is exciting and varied. Weekend activities include: theatre and musical performances, dances, concerts, coffee houses, lectures, movies, art exhibitions, plays and informal activities. Day students may attend all of these events and are permitted, with their parents' and the house counselor's permission, to sleep over at a friend's dorm; similarly, boarders, with proper permission, may sleep over at a day student's home.



DRESS CODE

Andover does not have a formal dress code, but students are expected to be neat and clean and to dress appropriately for each occasion.



MEALS

Meals are served in Commons, a central dining hall composed of four handsome, traditional dining rooms and four modern serving areas. Several entrees, a pasta bar and salad bar, and homemade bread and soup are available daily. The cost of meals is included in the fees of both boarding and day students.

"When Commons has sliced tomatoes and mozzarella, I can imitate Mozzerelia e Pomodoro, one of my favorites."

—Wilmot Kidd '97, New York, N.Y.

"The wonderful thing about Commons' buffet style is that students can mix and match the foods provided. Be creative and Commons can seem gourmet!"

—Anne Bartlett '98, Altadena, Calif.



THE DAILY SCHEDULE

7:15 a.m.	Commons opens for breakfast
8:00 a.m.	Classes begin. Seven 45-minute periods per day
9:45 a.m.— 10:15 a.m.	Conference Period on Mondays, Tuesdays and Thursdays; (for individual student-teacher conferences) All School meeting on Fridays Biweekly Monday conference period for Advising
11:30 a.m.— 1:30 p.m.	Lunch at Commons
2:45 p.m.	End of last class
3 p.m.— 4:45 p.m.	Sports
5:15 p.m.— 6:30 p.m.	Supper at Commons
6:20 p.m.— 7:50 p.m.	Music rehearsals
8 p.m.	Underclass students are in their dormitories or doing academic work in the library, language lab, art studio, music building, writing center, science study hall, or math study hall.
9:30 p.m.	Dorm sign-in for all students on Thursdays and Sundays
10 p.m.	Dorm sign-in for all students on week nights. (During 5-day weeks, Friday evening sign-in for underclass students is 10 p.m., 11 p.m. for seniors. Saturday evening sign-in for all students is 11:30 p.m.)
11 p.m.	Lights out for juniors on week nights





THE DAILY BULLETIN

OCTOBER 29, 1996

ADMINISTRATIVE CLASS SCHEDULE

TODAY 10/29/96: Classes meet according to a regular **MONDAY** schedule with **MONDAY** classes.

STUDENT LIFE

ABBA LOVERS USA

or USA, name LTA. Are no going to Bethel? (After work, bring your friends!) "Play the Funky Music."

AMNESTY

TODAY, our weekly meeting will be held in the Underwood Room from 5:30-7 p.m. Write a letter. Save a life! Everyone is welcome.

BULLETIN NOTICES

Your notices for the Daily Bulletin may now be forwarded directly to the dean of students' office by simply e-mailing to the following address: bulletin. We hope this will expedite your notices as well as help in our efforts to conserve paper. Any questions, please contact Ms. Saladini at 4178.

BUS

TO NYC AND CT, **URGENT!** For Thanksgiving Holiday - sign up this Thursday, 10/31, in Steinbach Lobby at 9:45-10:15 a.m. - conference period only. First come, first accepted. If insufficient signups, bus will be canceled so, sign up **NOW** or Dickie will have to cancel the bus. Questions? See Dickie.

CHAPEL COUNCIL CHESS CLUB DRIVER'S ED

Meets Tuesdays in Rose Room (Commons, upper right, next to Ropes). Major planning and input. Meeting this Wednesday, 6 p.m. in Sam Phil 13. Free pizza as always.

The final day to sign-up for Driver's Ed for the school year will be this Wednesday, 10/30. Classes are held in Kemper Auditorium from 6:30-8 p.m. each Wednesday. Questions? See Mrs. Benedict in the Dean of students' office.

FCD WEEK

NOVEMBER 11-14: all returning students (and new seniors) will receive an FCD (Freedom from Chemical Dependency) Week Workshop sign-up sheet. Please read carefully, and return choices to dean of students office by November 1.

FACULTY STAFF

AND PARENTS SAVE MONEY! Entertainment books are being sold on campus until the end of the term for \$30 (\$6 goes to the Prom). See anyone at Student Activities or call 4183. When finals end, so does this offer!

FILMS

Movie this Friday, 11/1, at 6:45 p.m. in 1924 House. The Hiding Place will be shown. Come and enjoy!

FREE CD

Tune in to WPAA, 91.7 FM, every Wednesday night at 11 p.m. for Electrochemical Rock. It's your chance to win free CDs as well as experience the best new and classical rock.

GERMAN TABLE JSC DINNER MEETING JUGGLING CLUB JUNIOR MOVIE TRIP

Deutscher Stammtisch is **canceled for today** due to Senior Faculty Dinner.

Every Tuesday 5-6 p.m. in the Blue Room. Newcomers are always welcome.

The Juggling Club will meet on Wednesday at 4:30 p.m. on the lawn in front of Sam Phil.

This Friday, 11/1, \$5.00 gets you movie and bus! You must sign up with Mr. Wall in Student Activities.

MATH CLUB

meets this Wednesday at 6:30 p.m. All are welcome. We're preparing for the second round of the New England Math League. We're currently first.

MODEL UN

holds short meetings every Wednesday at 7:15 p.m. in Morse Hall. In February, we go to Georgetown in Washington, D.C., for a conference with thousands of high school students from around the country. New members are most welcome.

NATIVE AMERICAN

CULTURE CLUB meeting will be held at 6:30 p.m. in the Peabody Museum on November 4. We will be showing a movie and discussing Native issues. Refreshments.

OXFAM INTERNATIONAL RICKY DUN

Wednesday, 6 p.m., in the Rose Room of Commons.

Listen to Rock On every Thursday at 5 p.m. on WPAA, 91.7 FM. Great music and free gift certificates. Tune in.

SUE LLOYD'S 10:20 SS10 THE BEST SHIRT

Check your boxes for info on SS-10 lecture. (Bio 30 students attend Wed., all others **TONIGHT**.) Blue Key is selling an **AWESOME** shirt, Tuesday and Wednesday **ONLY**. On the back: "EXETER" with "What's Hot, not much" and "What's not" with a very funny long list. The front has a large "A" with "It's all good." Sleeve has "Andover Exeter 1996." See order shirts at lunch, dinner, conference and Student Activities (\$10 short sleeve, \$14 long sleeve).

WIN A \$20,000

COLLEGE SCHOLARSHIP. Stop by the Community Service Office or the College Counseling Office for an application for a REACT magazine "Take Action Award."

SUMMER OPPS

INTERIM YEAR OPTION

Americorps-year: Seniors: Toya Hampton, a representative of Americorps, will be in Commons

TODAY, 10/29, 5-6:30 p.m. to talk to interested students about a 10-month service program for a PG year before college. Take time to stop and chat with her.

ATHLETICS

ALPINE SKIING

Anyone interested in participating in the final year of the Alpine Ski team must come to a meeting on Thursday, 10/31, at 5:45 p.m., in Evans P7. If you cannot make it, call Coach Beckwith, Captain Debbie Schwartz or Captain Matt Wilder.

INDOOR TRACK

Organizational and informational meeting in Sam Phil 12 at 5:45 p.m., Thursday, 10/31. Anybody interested in track is welcome. **Sprint, don't Saunter!**

NORDIC SKIING COC

Mandatory meeting at 5:30 p.m., Wednesday in Ropes, Commons. For returning skiers and anyone new who is interested. Contact Ms. Carlisle if you have questions.

WRESTLING

The preseason meeting will be held **TODAY**, 10/29, at 6:30 p.m. in Borden. All who are thinking about wrestling should come; girls are welcome. Bring shorts and a t-shirt. If you can't make it, call Andy (6904).



EXTRACURRICULAR ACTIVITIES

Extracurricular activities are an important aspect of a student's education, and Andover offers a rich fare, thanks to the range of interests among the student body. The Andover Ambassadors handle the responsibility of conducting campus tours for the Admission Office, and older students who are members of the Tutorial Program offer academic help to fellow students. The student radio station, WPAA (91.7 FM), is on the air daily, serving the local listening area as well as the student body. *The Phillipian*, the academy's prize-winning, student-run weekly newspaper, is wholly uncensored; students lay out the paper and do their own typesetting as well as write the articles and headlines. The school yearbook *Pot Pourri*, the literary magazine *Courant*, plus half a dozen other student publications provide more opportunities for those with a literary bent. Cultural and religious organizations abound, as do theatre and music clubs and course-related groups such as the Quiz Bowl Team, the Political Science Club and the Debate Club. In fact, there is no limit to the variety of organizations or the enthusiasm of their members, and students who do not find an existing club or organization that meets their needs are encouraged to start one.

STUDENT ORGANIZATIONS

Members elected:

Blue Key

Student Council

Open to all:

Andover Drug & Alcohol Awareness Committee

African-Latino-American Society

AIDS Awareness Committee

Alianza Latina

Amateur Radio Club

Ambassadors Club

Amnesty International

Andover Mountain Bike Club

Andover-Japanese Connection

Animal Rights Club

Archaeology Club

Art Club

Asian Society

Astronomy Club

Backtracks (magazine of commentary)

Blue Buzz (student publication)

Cercle Français

Chapel Council

Chess Club

Chinese Club

Chinese Student Association
 Computer Club
 Cooking Club
Courant (literary magazine)
 Dance Club
 Earth Friends
 Fencing Club
 Film Society
 FOCUS (Fellowship of Christians in Universities and Schools)
 Gay/Straight Alliance
 German Club
 Handbell Choir
 Hellenic Society
 Hindu Student Union
 Indo-Pakistani Society
 Inter-Cultural Student Association
 International Club
 Irish-Scottish-Anglo-American Club (ISAAC)
 Jewish Student Union
 Junior State of America
 Korean Student Fellowship
 Math Club
 Men's Forum
Mind's Eye (student publication)
 Model United Nations Club
 Muslim Student Union

Native American Culture Club
 Newman Club (Catholic Fellowship)
Overtime (student publication)
 Oxfam
 Philharmonic Society
The Phillipian (student newspaper)
 Philomathean Society (debating society)
 Physical Health Information Team
Pot Pourri (school yearbook)
Prometheus (student publication)
 Quiz Bowl Team
 Republican Club
 Students Against a Racist Community
Smack! (political magazine)
Soapbox (student publication)
 Spanish Club
 Student Medical Society
 Ultimate Frisbee Club
 Women's Forum
 WPAA (campus radio station)













PART FIVE: ATHLETICS



In keeping with Andover's commitment to provide a depth and breadth of choices to our students, the athletic department offers dozens of sports, dance and exercise options at every level of instruction. Our competitive athletes work with coaches widely recognized as among the best in secondary school education, and they face rigorous interscholastic competition from other prep schools and from Boston-area colleges. The training room is coeducational and fully staffed with three full-time trainers who work with the school physician and the staff at Isham Health Center; the trainers test varsity athletes for fitness and prescribe conditioning programs. Our recreational athletes have as options not only intramural and recreational sports, but such special programs as scuba diving, Search and Rescue, classical ballet, basics, modern dance, yoga, double Dutch jump rope and aerobics. And all lowers (10th-graders) also take one challenge-based physical education course five hours a week for one term. These students are tested for physical aptitude and instructed in safety, health and exercise physiology, learn drown-proofing, master a ropes course, and gain the information and skills they will need to maintain lifetime wellness.

"It is 3 p.m. Students and faculty are transformed from scholars to athletes as they dump their bookbags and briefcases and head across campus to the locker rooms. Now, varsity and sub-varsity athletes overrun the courts and fields, dancers rehearse, cross-country skiers glide across trails, rowers slide oars in the river, double Dutchers swing their ropes, hikers head for the hills, the divers soar, the pool shimmers, the fitness center's jamming, and every sort of ball and puck goes whizzing toward a goalie. Up on the quadrangle, the academic buildings stand serenely silent in the afternoon sun. At Andover, to play's the thing!"

—Leon Modeste, *Director of Athletics*
Chair of Physical Education Department
Instructor in Physical Education





"My biggest extracurricular time commitment at Andover has been women's varsity waterpolo. A relatively new team at Andover when I got here, the women's waterpolo team has now been the New England Champion team for two years in a row. I generally spend about an hour and a half at the pool daily during the fall season. While I expected this time commitment to get in the way of my studies, I soon learned that it helped me to organize my time and to plan ahead."

—Anne Bartlett '99, Altadena, Calif.



Andover's athletic facilities are among the finest in the country and include 18 playing fields and 19 tennis courts; the Sorota Track; and three gymnasiums with swimming and diving pools, basketball and squash courts, two dance studios, wrestling room and state-of-the-art fitness center; the Case Memorial Cage with its indoor track, the Sumner Smith Hockey Rink and the James C. Greenway boathouse on the Merrimack River.

INTERSCHOLASTIC SPORTS

Fall

Soccer
Football
Water Polo
Cross-Country
Field Hockey
Volleyball

Winter

Basketball
Hockey
Nordic Skiing
Squash
Swimming
Track
Wrestling

Spring

Baseball
Cycling
Crew
Golf
Lacrosse
Tennis
Track & Field
Softball

INTERSCHOLASTIC, INTRAMURAL, RECREATIONAL AND FITNESS ATHLETICS

Fall

Ballet
Basics (fitness)
Crew
Cross-Country
Field Hockey
Football
Modern Dance
Search & Rescue
Soccer
Squash
Swim Instruction
Tennis
Volleyball
Water Polo
Yoga

Winter

Ballet
Basics
Basketball
Hockey
Modern Dance
Nordic Skiing
Search & Rescue

Squash
Swimming
Track
Wrestling
Yoga

Spring

Ballet
Baseball
Basics
Crew
Cycling
Golf
Lacrosse
Modern Dance
Search & Rescue
Softball
Squash
Swim Instruction
Tai Chi
Tennis
Track
Ultimate Frisbee
Yoga



"The pep rally which was held during New Student Orientation was very impressive. All of the Blue Key and the juniors cheering together at the Bell Tower was an awesome event. You could feel all the school spirit and enthusiasm in the air. My voice was sore the next day from screaming so much, but it was so much fun that I didn't care. The pep rally gave me a good sense of how much school spirit the student body has."

—Sandra Sanchez '00, Carpinteria, Calif.



The immortal boy, the coming heir of all
 Springs from his desk to "urge the flying ball,"
 Cleaves with his bending oar the glassy waves,
 With sinewy arm the dashing current braves
 The same bright creature in these haunts of ours
 That Eton shadowed with her "antique towers."

From *The School-Boy*
 by Oliver Wendell Holmes





PART SIX: THE ARTS



he arts in all their forms are at the heart of Andover life. Students, faculty and visiting artists study, create, rehearse and perform 60 musical concerts, 15 major theatrical or dance concerts with sets and costumes, and 30 smaller theatre or dance productions each year, as well as presenting a student art show each term.

In classes, students study the theory and history of music, art, theatre and dance and take such courses as drawing, design, painting, ballet, modern dance, directing, technical theatre, sculpture, photography, printmaking, architecture, filmmaking, ceramics, computer graphics, chamber music, electronic music and jazz. At the Addison Gallery of American Art and the Peabody Museum of Archaeology, students find inspiration in the museums' treasures and in the advice offered by visiting scholars and artists. And in their free time, the students make extensive use of the rehearsal rooms, studios, darkrooms and theatres of George Washington Hall, Graves Hall and the Elson Art Center, pouring their music, voices and laughter over a campus enlivened immensely by their robust creative energy.







"It's impossible to say the most difficult piece the students performed this year. We did perform Felix Mendelssohn's oratorio Elijah, so anyone who's reading this will know the kind of music we're doing. Rasaan Ogilvie sang a number of solos in it, and also performed the role of Jim in the musical Big River. His specialty is singing; he's a baritone, and a young man who's destined to distinguish himself nationally and internationally. It's exciting to have talent of this sort at a high school, and we have a lot of it! Why, there's Charlene and Jennifer and Nathan and Abigail and Rachel and Adam and Drew, and, oh, the list goes on and on."

—William Thomas

Instructor in Music and Director of Performance

Photographs of Dorothea Lange, one of 13 special exhibitions last year at the Addison Gallery of American Art, included 85 of Lange's famous vintage prints documenting small-town life in Utah and Ireland, the internment of West Coast Japanese-Americans, and America in the 1930s.



The Cantata Choir of 60-80 singers and the Chamber Orchestra of 25 string players and additional winds has toured regularly for the past 20 years throughout the United States, Canada and Europe. The tour for 1997 included concerts at the Dallas Museum of Fine Arts, in Houston, and in New Orleans. Plans are in the works for a tour abroad next year to Greece and Turkey.

The largest of the school's musical groups is the Symphony Orchestra with 65 strings, 25 winds, brass and percussion. Recent performances include Rimsky-Korsakov's *Scheherazade* and *Capriccio Espagnol*, Tchaikovsky's *Romeo and Juliet*, William Grant Still's *Afro-American Symphony*, Mendelssohn's *Reformation Symphony*, Rossini's overtures to *The Barber of Seville* and *William Tell*, Mozart's overtures to *The Magic Flute* and *The Marriage of Figaro*, Shostakovich's *Symphony #5*, and Stravinsky's *Firebird Suite*.

During two recent summers, Phillips Academy students and faculty have taken a theatrical production on summer tour to the American High School Theatre Festival in Edinburgh, Scotland. One of only six schools invited to the prestigious festival, Andover presented the play *Highest Standard of Living* by Keith Reddin in summer 1995, and the exuberant musical *Big River: The Adventures of Huckleberry Finn* in 1997.





PART SEVEN: COMMUNITY SERVICE



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ndover's Community Service Program provides opportunities for students to volunteer time in service in the town of Andover and also nearby in Lawrence, North Andover, Boxford and Tewksbury. Each trimester, more than 350 students and 20-30 adults participate in these service learning projects, in

which they give of themselves and receive in return a world of knowledge and a sense of profound satisfaction. Each community service project includes orientation, training, experience, and time for reflection.

Students may volunteer once per term or several hours each week; they are encouraged only to plan carefully so they can fulfill the commitment they choose to make. Students may take academic courses or Independent Study that include community service as an integral component, or they may volunteer for programs that meet in the afternoon and evening or on weekends. Flexibility in the schedule allows students to fulfill their athletic requirement at off-hours should they choose to volunteer in the afternoons. For example, there are many community service opportunities that exist in which even varsity athletes and busy artists are able to participate fully.

The Community Service Program has been developed so that, through active involvement, students learn more about the larger community and their potential in it. Inevitably, as they live up to the academy's motto, *non sibi* (not for one's self), they experience great personal growth.



ONGOING PROJECTS

ACADEMIC COURSES RELATING TO COMMUNITY SERVICE

English 541: Writing Through the Universe of Discourse

Social Science 42: The Urban Studies Institute

Social Science 64: Masculine/Feminine/Human: Issues in Gender Relations

Spanish 43: The Hispanic Presence in the U.S.A.

Spanish 53: AP Language in the Lawrence Community

ELDERLY

Academy Manor

Greenery

Mary Immaculate Nursing Home

ENVIRONMENTAL

M.S.P.C.A.

Other student organizations

Earth Friends

Recycling Coalition

HEALTH

Corpus Christi AIDS Hospice

Greater Lawrence Family Health Care Center

Greenery

Lawrence General Hospital

HOUSING AND HUNGER

Bread and Roses

Habitat for Humanity

Walk for Hunger

NEW AMERICANS

Project V.O.I. C. E.

Russian Tea and Family Visits

Seton Asian Society

Spanish 43: The Hispanic Presence in the U.S.A.

Spanish 53: AP Language in the Lawrence Community

POLITICAL ACTION

Project V.O.I.C.E.

Other Student Organizations

Amnesty International

Oxfam

SPECIAL NEEDS

ARC

Easter Seal Swimming

Greenery

Windrush Farm

YOUTH

Andover Community Child Care

A.P.P.L.E. Tutoring

Bancroft Elementary

Bread Loaf Writing Workshop

Bread Loaf Pen Pals

Community Day Care Preschool

Community Day Care Latchkey

English 541: Writing Through the Universe of Discourse

Lawrence Boys' Club

Lawrence Girls' Club

Los Amigos After School Program

Music Enrichment

PALS

Project V.O.I.C.E.

Science Club for Girls

Seton Asian Society

Sí, Se Puede

Sports Clinics

SIS

Theatre Troupe

SPECIAL EVENTS

Bread and Roses Picnic

City Year Serve-a-Thon

Clothing, toy and food drives

Jane Doe Walk for Women's Safety

Martin Luther King Jr. Day

Spring Celebration Day

Walk for Hunger



The Community Service Program is integral to the educational mission of Phillips Academy. In accordance with the school's motto, *non sibi* (not for one's self), the Phillips Academy Community Service Program provides structured opportunities for students and faculty to engage in service. Through academic courses, organized programs and encouragement of student initiatives, the program seeks to inspire responsibility, leadership and personal growth. As participants learn about local and global issues and realize the impact of their service, they develop into compassionate and thoughtful members of their communities.

—The Phillips Academy Community Service Program











"Although I had toured the school and thought I knew what to expect, when I arrived on campus for new student orientation, I began to wonder if Andover was the place for me. After meeting my advisor, Reverend Philip Zaeder, who made me feel at home and relaxed, my doubts ceased. Throughout my first year, Reverend Zaeder was always available and willing to listen. We often met over lunch to discuss my classes, athletics and extracurricular activities. I will always be thankful for his assistance in helping me make a successful transition to this tremendous high school.

—Brian Heighington '98, Dracut, Mass.



"If I had to give incoming students one piece of advice, I would tell them to not be shy. Take risks in and out of the classroom. This is the only way to leave Phillips Academy truly 'educated'."

—Richard Powell '97, St. Catherine, Jamaica



ADMISSION INFORMATION

YOUTH FROM EVERY QUARTER



he school's constitution, written in 1778, states that Andover "shall be ever equally open to Youth of requisite qualifications from every quarter."

With this principle in mind, the basic requirement for admission to

Andover today continues to be evidence of sound character and strong academic achievement. The school is especially interested in candidates who demonstrate independence, maturity and concern for others, in addition to high performance in studies and activities. Valuing diversity in its student body, the school seeks to bring together a community from all parts of the country and from many nations.

In our experience, chronic illness, handicaps, or other limitations are not barriers to success at Phillips Academy. The school will discuss such challenges individually and advise on the appropriateness of the application. Our ultimate goal is to insure the health and happiness of every student.

The school's endowment covers approximately one-third of the cost of an Andover education. Therefore, in fact, every student receives financial aid. In addition, because of the generosity of a large number of alumni and friends, further financial assistance is available (see Financial Aid and Financial Planning, page 127).

APPLICATION PROCEDURES

Priority will be given to day student candidates who complete the application and interview by January 15, and to boarding candidates who complete the application and interview by February 1. A decision from the Admission Committee will be mailed on March 10. The possibility of admission is considerably lessened for all applicants who complete the process after the stated deadlines, and decisions for this group may not be rendered before May 1. A deposit of \$1,000 is required to reserve a place at the time admission is

offered to an applicant. If you have questions about Andover's admission or application procedures, call or write:

Admission Office
Phillips Academy
Andover, Massachusetts 01810-4161
Admission Office direct line: (978) 749-4050
Academy switchboard: (978) 749-4000 ext. 4050
Admission Office e-mail: admissions@andover.edu
Academy Website: www.Andover.edu
Office hours: Monday through Friday, 8:30 a.m. to 4:30 p.m. and designated Saturdays, 8:30 a.m. to 12:00 noon, October 1 through January 31.

DAY STUDENTS

Students residing in several nearby cities and towns may choose whether to apply as day students or as boarders. This is a one-time only choice which must be made when the application is submitted to the Admission Office. Day students comprise approximately one fourth of the student body.

Students residing in Andover or in North Andover must apply as day students. Applicants from the following cities and towns have a choice: Atkinson (NH), Bradford, Boxford, Dracut, Georgetown, Groveland, Haverhill, Lawrence, Lowell, Lynnfield, Methuen, Middleton, North Reading, Pelham (NH), Plaistow (NH), Reading, Salem (NH), Tewksbury and Wilmington.

Families are urged to consider carefully all aspects of each option, including transportation, finances, accessibility to the variety of on-campus activities, and the relative merits of living at home vs. school residence for the student. The Admission Office will be happy to assist families in reaching the best decisions for their needs.

Candidates living outside our day student area but intending to move before September to a day student town should discuss the situation with an admission officer, apply as boarders and notify the admission office when the move is completed. At that point, candidates will be changed to day student status. Current students who move to either Andover or North Andover are required to become day students.

FOUR STEPS TO BE COMPLETED FOR APPLICATION

1. Return Part One of the Application

Submit Part One of the application, located in the pocket at the back of the catalog, the non-refundable \$35 fee as soon as possible. (Checks are to be made payable to the Trustees of Phillips Academy.) **Applications will not be considered unless Part One of the application and fee are received.**

2. Schedule a Personal Interview

Day student candidates must complete their interviews by January 15 and boarding candidates by February 1. Candidates are encouraged to schedule interviews in either the spring, summer or early fall of the year before they intend to enter. It is in everyone's best interest for the interview to take place as early as possible. A visit to the academy is desirable, as it gives candidates a chance to have questions answered and to see the school. Please allow two hours for the tour and interview, and be sure to dress with the weather in mind. After the interview, candidates and their families are welcome to

walk about the campus, visit the Addison Gallery of American Art or the Peabody Museum of Archaeology or watch games and practices. Candidates who cannot visit the academy are themselves responsible for arranging an interview with an Alumni Admission Representative (see page 131). **Please note: Massachusetts families who need an Alumni Admission Representative interview and have not scheduled one by January 15 should contact the Admission Office for assistance.**

3. Return the Final Application Forms

Final application forms, mailed in mid-November to candidates who have filed Part One of the application, should be completed and returned as soon as final or mid-semester grades are available for the fall term. The transcript must include current grades for the application to be complete. Priority consideration is given to day student applications submitted by January 15 and to boarding applications submitted by the advertised deadline of February 1. (Candidates who apply after February 1 should return forms immediately.) Teacher recommendations should be from current teachers. We cannot accept any application forms by fax.

4. Take the Appropriate Standardized Admission Test

Although most candidates for grades 9-11 submit the Secondary School Admission Test (SSAT), candidates who wish to present the Educational Records Bureau's Independent School Entrance Examination (ISEE) may do so. Whenever possible, international students for whom English is not the primary language should also submit the Test of English as a Foreign Language (TOEFL).

SECONDARY SCHOOL ADMISSION TEST

The 1997-1998 Student Guide, published by the Secondary School Admission Test Board, Princeton, NJ 08540, will be sent by Andover to all candidates who have filed Part One of the application. This Student Guide describes the Secondary School Admission Test, which will be given on the following dates:

* November 15, 1997

December 13, 1997

* January 10, 1998

March 7, 1998

* April 18, 1998

June 13, 1998

* *International administration*

Candidates are strongly urged to take the SSAT administered in either November or December 1997. (The December test will not be given in foreign countries.) Otherwise, candidates should take the January 1998 administration.

TWELFTH-GRADE OR POSTGRADUATE CANDIDATES

Instead of the Secondary School Admission Test, senior and postgraduate candidates must take either the Preliminary Scholastic Aptitude Test (PSAT) or the Scholastic Aptitude Test (SAT) of the College Board Scholastic Aptitude Tests (CEEB, Box 592, Princeton, N.J. 08540).

Postgraduates are full-fledged members of the senior class and are eligible for all school activities. Because of their academic credits, they frequently have maximum flexibility in course selection.

EARLY DECISION

Andover does not participate in any early decision plan for admission.

SCHOOL COSTS AND AFFORDABILITY

TUITION AND FEES

The tuition for 1997-98 is \$22,850 for boarding students and \$17,560 for day students. The average annual cost to educate a student at Andover is approximately \$35,380. The difference between the annual cost and the tuition charge is made up from gifts and income from endowment, which are the products of the generosity of alumni, parents and friends. To reserve a student's place for a given school year, a deposit in the amount of \$1,000 must be received by the acceptance deadline, April 10, in the case of a newly admitted student, or by May 1, in the case of a returning student. It is non-refundable under any circumstances.

The tuition less the above deposit is billed in two equal amounts, with half the tuition and fees due July 15 and the final payment due December 1. The award of scholarship aid or loan reduces the billed amount accordingly.

No tuition refund will be made for any student who withdraws, is dismissed, or is absent for any reason after registration.

An optional Tuition Refund Plan is offered, at 2.5 percent of tuition, to protect

against the departure of a student for any reason. Under this plan, 70 percent of the unused portion of the tuition for school days remaining is refunded.

Tuition covers instruction, board, room (including basic furniture), physical training and most athletic privileges, use of laboratory equipment and material, and admission to all authorized athletic contests and most authorized entertainment at George Washington Hall or elsewhere on campus, including the Saturday evening movies.

The school provides sports uniforms and most athletic equipment. Students are required to bring their own footwear and urged to bring whatever other personal athletic equipment they already possess.

OTHER EXPENSES

Tuition does not include materials for art courses, medical expenses and insurance, telephone charges, technology fee, textbooks, laundry, school supplies or breakage and/or damage to school property. Typically these expenses total about \$1,600. Tuition does not cover private music lessons or the cost of participation in the Washington Intern Program, School Year Abroad or other off-campus programs.

Bills for items not included in tuition charges may be rendered at any time during the school year. All charges must be paid by their due date in order to assure a student's place at the academy. Students with past-due bills may be asked to leave at any time. The diploma of the academy will not be awarded to seniors whose school accounts are not paid in full by June 1.

FINANCIAL AID AND FINANCIAL PLANNING

Financial need should never discourage a student from applying for admission to Phillips Academy. Andover offers full Financial Aid Grants for low-income families, and Financial Aid Grants and low-interest, deferred-payment Student Loans to meet a broad spectrum of need. To help all Andover families with financial planning, the school has created the Andover Plan, an innovative package of four payment options.

Financial Aid

Operating Budget: \$6,808,000

Scholarship Grants: \$6,492,000

Average grant for returning

students: \$14,300

Student Loans: \$500,000 in 1997-98

(presently at 6% interest)

If you are not sure whether you qualify for financial aid of some kind, we encourage you to apply; this is the best way to find out.

Because Andover values and seeks an economically diverse student body, aid is awarded only on a basis of demonstrated need. Need depends on many variables, such as family income, number of children, age of parents, other tuitions, unusual medical expenses, taxes, assets, liabilities, etc.

TO APPLY FOR FINANCIAL AID

1. When filling out Part One of the application, parents should check "yes" for financial aid.
2. Andover will send you the Parents' Financial Statement (PFS). Fill it out, and send the original to the School Scholarship Service (SSS) in Princeton, N.J. The SSS uses a formula nationally accepted among independent schools to analyze need and provides Andover with a preliminary estimate of your family's ability to contribute to educational expenses. The process assures that all schools to which a student applies will base their calculations on the same data.
3. Send a copy of the PFS to Andover prior to January 15, along with the most recent IRS 1040 and W2 forms when they become available.

Requests for aid filed after the January 15 deadline may not be processed in time to be included in the initial allocation of financial aid funds.

DIVORCED OR SEPARATED PARENTS

The resources of both natural parents must be considered in cases where a divorce or separation has taken place. This information should be included on the financial statement provided by the school. The availability of complete information from both parents is essential to assure a fair assessment of the family contribution. Lack of this information may result in no award of aid or an arbitrarily low financial aid package. Financial aid award letters are mailed in the same envelope as the Certificate of Admission, on March 10. For more detailed information, direct your letter or telephone call to:

James F. Ventre, *Director of Financial Aid*
Phillips Academy
Andover, MA 01810-4161
Telephone: (978) 749-4059

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FINANCIAL PLANNING: THE ANDOVER PLAN

All families, whether or not they are receiving financial aid or loans, benefit from planning carefully the way in which they will pay for their children's education. Accordingly, Andover created the Andover Plan, four different payment options designed with the help of the Knight College Resource Group of Boston. Briefly, the options are: a one-time tuition payment which avoids tuition increases; two programs that access credit loans; and arrangement of a monthly budgeting plan. All students who are enrolled on a full-time basis are eligible for these plans, which are explained in detail on the following page.

THE ANDOVER PLAN

The Andover Plan provides four additional options for a range of family situations.

	Monthly Payment Plan	Achiever Loan®	Guaranteed Tuition Single Payment	prepGATE
Features:	<ul style="list-style-type: none"> • Annual education expenses, or family contributions for financial aid recipients, in 10 equal monthly payments • Application fee of \$55 • Family pays KNIGHT College Resource Group who pays Phillips Academy 	<ul style="list-style-type: none"> • Reserve the funds for 1 to 4 years of school; interest is charged only on the amounts actually paid to the school. • Favorable interest rate; set quarterly to 13-week T-Bill + 4.5% (9.5% as of December 1, 1996; 9.99% APR) • 10-year repayment term 	<ul style="list-style-type: none"> • Families prepay tuition from their own resources for a student's entire Andover education at the entry-level cost times the number of years, e.g. four for a junior, three for a lower, two for an upper 	<ul style="list-style-type: none"> • Favorable interest rate; set quarterly to 13-week T-Bill + 3.1% (9.5% as of December 1, 1996; 9.99% APR) • 10 year repayment term • No prepayment penalties • No application fee
Benefits:	<ul style="list-style-type: none"> • No credit review • No interest • Payments are spread over 10 months • Optional Education Completion Protection • Families may budget any annual amount of expense over 10 months • Direct Debit Option—payments can be automatically withdrawn from your checking account 	<ul style="list-style-type: none"> • Apply by fax, mail or phone – conditional approval in as little as 24 hours • Flexible repayment terms • Low interest rate and overall cost • Can also be used for college • Optional Education Completion Protection 	<ul style="list-style-type: none"> • No tuition increases 	<ul style="list-style-type: none"> • Apply by phone, mail or fax • Approval by next business day • Specially designed credit test to enable increased program access • Low overall financing cost • Can be used to finance college as well
Eligibility:	<ul style="list-style-type: none"> • Families receiving financial aid and those not receiving financial aid 	<ul style="list-style-type: none"> • Families receiving financial aid and those not receiving financial aid 	<ul style="list-style-type: none"> • Families not receiving financial aid 	<ul style="list-style-type: none"> • Families receiving financial aid and those not receiving financial aid
Obligation:	<ul style="list-style-type: none"> • Monthly payments to Knight 	<ul style="list-style-type: none"> • Monthly payments to Knight 	<ul style="list-style-type: none"> • Prepayment of entire four, three, or two years of tuition at first year's rate 	<ul style="list-style-type: none"> • Monthly payments to BankBoston
Source:	<ul style="list-style-type: none"> • Family funds 	<ul style="list-style-type: none"> • Loan 	<ul style="list-style-type: none"> • Family funds 	<ul style="list-style-type: none"> • Loan
Telephone:	1-800-539-5363	1-800-539-5363	1-800-749-4504	1-800-895-4283

ALUMNI REPRESENTATIVES

While it is advisable from the student's point of view to visit Andover, distance frequently renders a visit impractical. When this is the case, the candidate should write or telephone the most conveniently located Alumni Admission Representative and arrange for an interview. After you arrange for an interview with an Alumni Admission Representative, please notify the Andover admission office of the date of the interview and the name of the interviewer. This procedure will help us keep your records up-to-date. A candidate unable to arrange for an Alumni Admission Representative interview should communicate with the admission office for assistance. All interviews with Alumni Admission Representatives must be conducted by January 15 for day student candidates or February 1 for boarding student candidates or the candidate will not receive a March 10 decision. Applicants interviewed after those deadlines will be considered as late candidates.

Alumni Admission Representatives are local alumni who have volunteered their time to assist the school with the admission process. They are often busy people who have many demands upon their time. Applicants and their families are urged to schedule appointments with alumni interviewers well in advance of the deadlines to avoid schedule conflicts.



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Steve Rockwell '73
Alex Brown & Sons
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Peete and Rosalinda Baer
Eric '99
Four Hillcrest Court, 94619
(510) 531-0973

Olivenhain

Peter Quinlan and Deb
Sanborn
Jack Quinlan '97
652 Rancho Sante Fe Rd.
92024
(619) 944-7104

Pasadena

Mr. and Mrs. Michael
Wooten
Jason '97
587 Prospect Blvd., 91103
(818) 792-7269

Rancho Santa Fe

Mrs. Bonnie Charat
Jennifer '93
P. O. Box 850, 92067
(619) 756-0222

San Diego

Steven and Gail Van Camp
Gretchen '97
4244 Jackdaw St., 92103
(619) 296-3906

San Francisco

Mr. and Mrs. Richard
Goodyear
Sarah '80, Charles '90
James '93, Sam '97
940 Green Street, 94133
(415) 776-5556

Santa Monica

Harvey and Judy Barnett
Ben '96
358 21st Place, 90402
(310) 394-8760

COLORADO

Denver

Mr. and Mrs. George P.
Caulkins Jr.
George '83, John '84, Mary
'87, Max '90
435 Westwood Drive, 80206
(303) 333-4483

Golden

Roger and Mary Anne Newel
Andrea '89, Heidi '92
24344 Paragon Place, 80401
(303) 526-9158

Vail

Deborah Webster
Andrew '94, Lindsey '97
1825 Sunburst Drive, 81657
(970) 476-4500

CONNECTICUT

Darien

Mr. and Mrs. James Irvine
Alicia '90, Katie Stewart '97
19 Salisbury Road, 06820
(203) 655-6265

New Canaan

Ann W. Armstrong
Elyse Cahill '97
331 Main St., 06840
(203) 966-7373

Newtown

William and Moira Rodgers
Amelia Stoj '98
208 Hattertown Rd., 06470
(203) 426-1941

New Haven

Mr. and Mrs. George Priest
Claire '89, Nick '92, Juliana
'97
350 Livingston Street, 06511
(203) 624-8331

Noank

Elissa T. Wright
Elizabeth Hemond '99
51 Pearl St., 06340
(860) 536-1813

DELAWARE

Hockessin

Padma and Mani
Subramanian
Guhan '88, Yamini '93
11 Crimmon Drive
Autumn Hills, 19707
(302) 239-6544

DISTRICT OF COLUMBIA

Washington

Emily Blair Chewning
Alex Mantel '99
3901 Hillandale Ct., 20007
(202) 944-9644

Belinda Rochelle
Shevon Rockett '99
5918 2nd Place NW, 20011
(202) 723-6730

FLORIDA

Coconut Grove

Mr. and Mrs. John Smiljanic
J.R. '92
3330 Crystal Court, 33133
(305) 285-9060

North Palm Beach

John and Barbara Thomas
Brenner '98
1938 Portage Landing North,
33408
(561) 622-9287

Palm Beach

Dr. and Mrs. Arthur Burdett
Katy '90, Debby '86
126 Dolphin Road, 33480
(561) 844-0524

St. Petersburg

Dr. and Mrs. Richard Bower
Ken '90, Matt '95
1514 Brightwaters Blvd.
N.E., 33704
(813) 821-7407

Tampa

Paul and Susan Levine
Jonah '99
4935 Lyford Cay Rd., 33629
(813) 286-7866

Winter Park

Joanne Kindlund
Darien '98
280 Stirling Ave., 32789
(407) 628-4211

GEORGIA

Athens

Mark and Helen Costantino
John '99
100 Tallassee Farms Drive,
30606
(706) 353-7553

Marietta

Ms. Agnes Brown
Angela '96
1090 Bugler Court N.E.
(404) 973-3774

HAWAII

Honolulu

Kevin and Edith Loh
Jeffrey '99
1815 Kumakani Place, 96821
(808) 373-9792

ILLINOIS

Chicago

Philip D. and Judy Block
Philip '89, Margaret '92
1430 North Lake Shore
Drive, 60610
(312) 642-3457

Robin Edelstein
Sari '98
1000 N. State, 60610
(312) 642-0974

Mrs. Patricia Gordon
Peter '93, Scott '95
70 East Cedar, 60611
(312) 587-0074

Hinsdale

Dr. and Mrs. Walter Jay
Allison '98
309 W. Maple, 60521
(708) 986-5042

Kenilworth

David and Connie Coolidge
David '97
323 Kenilworth Ave., 60043
(708) 256-7426

Roshan and Indra Goel
Anjali '96
8 S. 326 Palomino Drive
60540
(630) 416-0522 (H)
(630) 325-2400 (W)

Woodridge

Ginger Todd-Johnson
Elizabeth '97
2119 Wheeler, 60517
(708) 969-0250

INDIANA

Fort Wayne

Rita Sanchez-Torres
Tania '97
5706 Weybridge Place, 46835
(219) 486-9611

Terre Haute

Paras and Roopam Harshawat
Ish '98
6727 E. Manor Dr., 47802
(812) 299-1414

KANSAS

Topeka

Michael Kaye
Noah '99
626 Morningside Rd., 66606
(913) 271-5692

KENTUCKY

Lexington

Scott and Rita Gudorf
Erika '93, Genny '96
3621 Willow Spring, 40509
(606) 263-3812

MAINE

Minor

Susan G. Murphy
Caitlin '98
204 Jackass Annie Rd., 04258
(207) 786-6432

MARYLAND

Salisbury

John and Betsy Nason
Margot '97
712 Riverside Pines Court,
21801
(410) 860-2096

MASSACHUSETTS

Andover

Dr. and Mrs. Stanley Bedell
Mark '79, Chris '81,
Brian '83, Andy '92
9 Hemlock Road, 01810
(978) 475-6341

Mrs. Alice Tung
Michael '93, Christina '95,
Elizabeth '00
8 Sparta Way, 01810
(978) 470-0427

Cambridge

Joe and Susan Bourneuf
Anne '97
119 A Huron Ave., 02138
(617) 497-0165

Ben and Barbara Friedman
John '98
74 Sparks St., 02138
(617) 497-4324

Hingham

Mr. and Mrs. Edward
Voccola
Edward Justin '99
73 Burdett Ave., 02043
(781) 749-0061

Lincoln

Mr. and Mrs. Howard Elkus
James '91, Jenny '92
35 Stonehedge Road, 01773
(781) 259-9066

Kathy Fitzgerald
Kieran '97
15 Sandy Pond Rd. Box 343
01773
(781) 259-0900

Lynnfield

Steve and Shelley Baker
Marc '93, Kim '95,
Allison '95
28 Heritage Lane, 01940
(781) 334-5273 (H)

South Hamilton

Diane Grace
Whitney '98, Tyler '00
184 Essex St., 01982
(978) 468-5136

Wrentham

Donald and Claire Clark
Chris '98, Brian '00
50 Martin Lane, 02093
(508) 384-5710

MICHIGAN*Detroit*

Mr. and Mrs. Charles Glass
Charles '91, Carter '94,
William '98
300 Riverfront Drive,
Apt. 511, 48226
(313) 393-5380

Grosse Pointe Farms

Mr. Richard Platt
Anne '97
381 Country Club Lane,
48236
(313) 886-3014

MINNESOTA*Sunfish Lake*

Thomas and Mary Ann
Okner
Paul '98
12 Sunfish Lane, 55118-4721
(612) 457-5600

MISSISSIPPI*Drew*

Louis and Jean Millen
Blair '96
726 Lombardy Road, 38737
(601) 745-8883

NEBRASKA*Elkhorn*

Paul and Susie Landow
Charles '99
21045 Timber Lane, 68022
(402) 289-3553

NEW HAMPSHIRE*Alton*

Nick and Maureen Kalfas
Leah '97
P.O. Box 391, 03809
(603) 875-5490

Durham

Charlie and Sandy Blitzler
Jay '99, Meg '01
61 Canney Rd., 03824
(603) 868-1588

Hollis

Larry and Karen Denmark
David '95, Lisa '97, Jacob '00
55 Irene Drive, 03049
(603) 465-2151

Nashua

Mr. and Mrs. David
Gottesman
Eric '94, Marc '96,
Michael '98
18 Indian Rock Road, 03063
(603) 889-4442

NEW JERSEY*Hopewell*

Scott and Susan Mulhern
Alanna '96, Caitlin '99
36 Hart Ave., 08525
(609) 466-7874

Summit

Tony and Pat Obst
Larry '97
81 Woodland Ave., 07901
(908) 277-4371

NEW MEXICO

Farmington

Charlene Greene Sanders
Abena '98
P.O. Box 3853, 87499-3853
(505) 326-6634

NEW YORK

Albany

Margery and Michael
Whiteman
Stephen '93, Eliza '00
68 Willett Street, 12210
(518) 434-8991

Brooklyn

Ethel Gittens
Michelle '99
155 Lefferts Ave., 11225
(718) 284-2798

Brookville

Mr. and Mrs. Alexander
Smith
Katie '98
58 Wheatley Rd., 11545
(516) 626-1922

East Elmhurst

Mrs. Dorette Saunders
Bryan '99
25-36 Humphreys St., 11369
(718) 672-7660

Far Rockaway

Betty Leon
Tricia Taitt '96
23-28 Camp Rd., 11691
(718) 868-4632

Honeoye Falls

Savita and Raman Quazi
Rob '97
363 Lanning Rd., 14472
(716) 624-1049

Locust Valley

Mrs. Katherine R. Jollon
Alfred '90, Jeff '92
Laurence '94
Katherine '96
P. O. Box 101, 11560
(516) 671-0888

Mr. Kisco

Mr. and Mrs. Joel Danziger
Sarah '96
80 Meeting House Road,
10549
(914) 666-7341

New York City

Mr. and Mrs. William
Benedetto
Michael '89, William '92
420 E. 54th Street
Apartment 22J, 10022-5183
(212) 410-4669

Mr. and Mrs. Alexander Bing
Cynthia '91, Abigail '93
1155 Park Avenue, 10128
(212) 369-6669

John and Ellen Boynton
John '97
228 East 67th St., 10021
(212) 794-1317

Jane von du Heyde Lindley
Carolyn '98
6 West 77th St., 10024
(212) 362-2656

Timothy and Karin
Greenfield-Sanders
Lily '99
135 East Second St.
10009-7934
(914) 528-2214 (H)
(212) 529-7781 (W)

Hunt and Kathy Whitbeck
Caroline '97
53 East 66th St., 10021
(212) 472-0990

Sands Point

Scott and Elizabeth Rumbold
Peter '98
79 Barkers Point Rd., 11050
(516) 883-6154

Staten Island

Ms. Socorro Taitt
Winston '96
268 Dover Green, 10312
(718) 966-6323

Tuxedo Park

Mr. and Mrs. Cornelius
Madera Jr.
Meghan '94, Catlin '95,
Morgan '99
Brook Farm,
West Lake Road, 10987
(914) 351-5222

NORTH CAROLINA

Greensboro

Fred and Mary Lind
Mary Laura Lind '98
1915 Rosecrest Drive
27408-6215
(910) 282-1491

High Point

Hilmar and Jutta Bott
Simone '94
208 Canterbury Rd.
27262-8301
(910) 886-7633

OHIO*Canton*

Theodore and Coretta Dewitt
Teddy '97
336 Rice Avenue, N.E.,
44704
(330) 455-0806

Cleveland

Valerie D. Lane
Richelle '99
13819 Saybrook Ave., 44120
(216) 883-3143

Shaker Heights

Bill and Beth Carey
Emily '95
2986 Morley Road, 44122
(216) 283-2561

Bruce G. Hearey '68
Leif Dormsjo '93
2956 Attleboro Road, 44120
(216) 283-9294 (H)
(216) 696-4700 (W)

OKLAHOMA*Oklahoma City*

Mrs. Kathy Long
Erin '93
6508 North Hillcrest Ave.,
73116
(405) 842-3700

OREGON*Portland*

Mrs. Judy Kurisu
Michiko '93
P. O. Box 23623, 97281
(503) 538-8988 (H)
(503) 244-5137 (W)

PENNSYLVANIA*Ellwood City*

David and Wendy Barendseld
Sarah '95, Mary '97
P.O. Box 889, 16117
(412) 846-1702

Gettysburg

Robert and Alida Kalas
Michelle '97
115 E. Lincoln Ave., 17325
(717) 334-6386

Philadelphia

Robert and Gwen Asbury
Gant '91, Bret '96
8200 Henry Avenue, F-27,
19128
(215) 487-1535

Tibor and Cory de Cholnoky
Eric '99
2327 Spruce St., 19103
(215) 735-4366

RHODE ISLAND*Slatersville*

Carl and Erica Warrington
Christian '97
P.O. Box 712
109 North Main St., 02876
(401) 766-5584

TEXAS*Houston*

Ginny Martin
Amy O'Neal '91
5001 Lamont #4, 77092
(713) 688-2419 (H)
(713) 527-4021 (W)

VIRGINIA*Richmond*

Dr. and Mrs. Keir Sterling
Ted '93
7104 Wheeler Rd., 23229
(804) 285-8354

WASHINGTON*Longview*

Dr. and Mrs. David Dowling
Jen '93, Becky '94, Mollie '97
1802 24th Avenue, 98632
(206) 577-6569

Vashon Island

Rodger and Helen Phillips
Lauren '99
9705 S.W. Dolphin PT Rd.,
98070
(206) 567-4655

WISCONSIN*Prairie Farm*

Steven and Kate Hearth
Layla '92
244 7th Street, 54762
(715) 455-1629

PARENT NETWORK IN
FOREIGN COUNTRIES

DOMINICAN REPUBLIC

Santa Domingo

Manual and Margarita
Tavares
Juan '97
Av. Independencia 1509
P.O. Box 146-2
(809) 533-2121

ENGLAND

Oxfordshire

Robert and Susan Mathewson
Robert '94, John '95
16 High St. Woodstock
OX 20 1TF
01993-813021

GERMANY

Murnau

Linda Ewald
Rebecca '95
Maria-Antonien-Weg 7,
82418
(49) 8841-4362

HONG KONG

Happy Valley

Mr. and Mrs. Charles Wong
Clifford '97
Apartment B3, 13/F
San Francisco Towers
29-35 Ventris Rd.
(852) 2866 0860

Hong Kong

Fatima and Andrew Ng
Karen '98
12 Cooper Rd.
Jardine's Lookout
(852) 2890 6173

Mr. and Mrs. Ashok Kothari

Neil '97
C2-14 Villa Monte Rosa
41 A Stubbs Rd.
(852) 2573 2177

INDONESIA

Jakarta

Catherine Jap
Carmen '95, Bennett '98
Jalan Mangga Besar IVE/16
62-21-6293085

JAPAN

Tokyo

Akiri and Pamela Mori
Ken '98
8-2-19 Akasaka, Minato-ku,
107
(03) 3405 -9870

Stephen and Machiko Romaine
Matthew '97
4-11-2-503 Minami Azabu
Minato-ku, 106
(03) 3440-3419

SAUDI ARABIA

Dhahran

Mr. and Mrs. David Kultgen
Michelle '94, Megan '96
ARAMCO Box 6700, 31311
(966) 3 872-0468

U.S. VIRGIN ISLANDS

St. Thomas

Dr. and Mrs. Peter Curreri
Alexi '95
P.O. Box 6047
(809) 775-5519



COLLEGE MATRICULATIONS FOR THE CLASS OF 1997

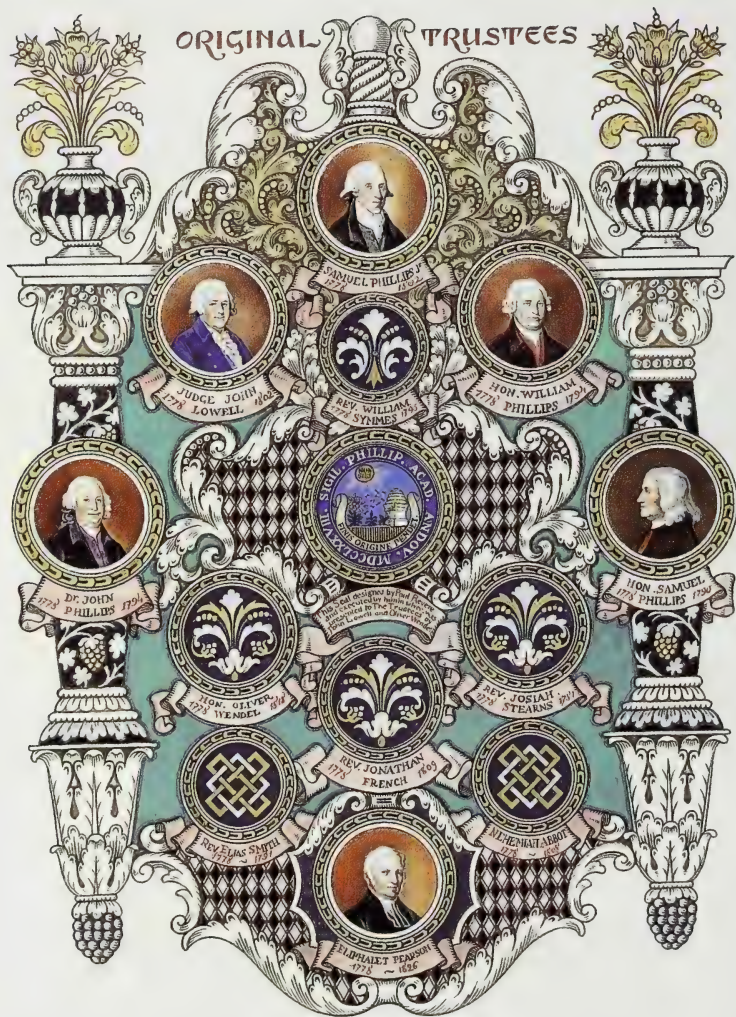
College	Admitted	Matriculated	College	Admitted	Matriculated
American U./Paris	1	1	U. of Michigan	31	7
Amherst	5	3	Middlebury	6	2
Babson	7	1	Mount Holyoke	4	1
Barnard	17	5	New England Conservatory	1	1
Bates	13	1	New York U.	22	4
Boston College	23	5	U. of North Carolina	6	2
Boston Univ.	51	2	Northwestern	16	3
Bowdoin	14	7	Notre Dame	2	2
Brown	30	14	Oberlin	10	4
Bryn Mawr	4	2	Occidental	7	3
U. of Calif. Berkeley	18	7	Ohio Wesleyan	1	1
U. of Calif. Davis	5	1	Penn State	6	2
U. of Calif. Los Angeles	13	2	U. of Pennsylvania	30	12
U. of Calif. Santa Barbara	5	1	Pitzer	2	1
U. of Calif. Santa Cruz	4	1	Pomona	4	1
Carleton	4	2	Princeton	12	10
Carnegie Mellon	22	5	Reed	5	1
U. of Chicago	15	3	Rensselaer Polytech	6	1
Colby	9	4	R.I. School of Design	1	1
Colgate	15	4	Rice	9	3
Colorado College	10	2	U. of Rochester	10	1
Columbia	32	12	Saint Andrews/Scotland	2	1
Cornell	25	12	Saint John's/New Mexico	1	1
Dartmouth	10	5	Saint Lawrence	3	1
Davidson	5	1	Sarah Lawrence	2	1
U. of Denver	3	1	Skidmore	7	1
Drew	4	1	Smith	5	1
Duke	17	8	U. of Southern California	13	2
Emory	18	5	Stanford	19	12
Eugene Lang College	1	1	Swarthmore	7	1
Fairfield U.	3	1	Syracuse	9	1
George Washington	16	4	U. of Texas/Austin	5	1
Georgetown	29	13	Trinity	18	5
Goucher	1	1	Tufts	32	10
Hampshire	6	2	Tulane	17	1
Harvard	31	28	Union	10	6
Haverford	5	1	Vanderbilt	17	3
Hobart/William Smith	12	2	Vassar	21	4
Howard	3	1	U. of Vermont	16	3
Ithaca	3	1	U. of Virginia	9	3
Johns Hopkins	22	4	Washington & Lee	1	1
Johnson & Wales	1	1	Washington U.	19	2
Kalamazoo	2	1	Wellesley	14	3
Lehigh	3	1	Wesleyan	11	1
Macalester	4	2	Wheaton	5	1
Mass. Institute of Tech.	14	3	William & Mary	4	1
U. of Mass/Amherst	26	5	Williams	5	1
U. of Miami	8	1	Yale	22	14

1996-97 STATISTICAL INFORMATION AND GEOGRAPHICAL DISTRIBUTION

U.S.V.I. & P.R.	2	Colorado	7	Malaysia	2
Massachusetts	483	Arizona	4	Saudi Arabia	15
Rhode Island	11	New Mexico	3	Scotland	1
New Hampshire	43	Nevada	3	Singapore	2
Maine	11	California	72	Spain	3
Vermont	13	Hawaii	1	Switzerland	1
Connecticut	45	Oregon	1	Thailand	3
New Jersey	31	Washington	6	Turkey	2
New York	152	Alaska	1	Venezuela	1
Pennsylvania	16			Yugoslavia	1
Delaware	1	Total U.S.	1,081		
District of Columbia	4			Total International	108
Maryland	9			Total U.S.	1,081
Virginia	7	Based on place of current			
West Virginia	3	residence, not citizenship.		School Total	1,189
North Carolina	11				
South Carolina	5	Brazil	1		
Georgia	6	Canada	3		
Florida	14	Chile	1		
Alabama	2	Republic of China	1		
Tennessee	9	People's Rep. of China	4		
Mississippi	1	Czech Republic	1		
Kentucky	3	Denmark	1		
Ohio	15	Dominican Republic	1		
Indiana	5	France	3		
Michigan	11	Germany	3		
Iowa	2	Hong Kong	28		
Wisconsin	5	India	1		
Minnesota	6	Indonesia	5		
Montana	1	Italy	1		
Illinois	27	Jamaica	2		
Kansas	2	Japan	9		
Nebraska	3	Kenya	2		
Louisiana	1	Korea	9		
Texas	23	Kuwait	1		

	Girls	Boys	Total
Seniors	181	180	361
Uppers	166	151	317
Lowers	132	161	293
Juniors	112	106	218
	591	598	1,189
Total Boarding Students	879		
Total Day Students	310		
Total	1,189		





TRUSTEES

TRUSTEES

DAVID M. UNDERWOOD '54
B.A., LL.D.
elected 1983
elected president 1989
Houston, Texas

BARBARA LANDIS CHASE
A.B., M.L.A.
clerk
elected 1994
Andover, Massachusetts

CHARLES J. BEARD II '62
A.B., J.D.
elected 1997
Lexington, Massachusetts

FREDERICK W. BEINECKE '62
B.A., J.D.
elected 1980
elected treasurer 1989
New York, New York

CYNTHIA EATON BING, AA '61
B.A.
elected 1991
New York, New York

BROUGHTON HAYWARD
BISHOP '45
B.S.
elected 1995
Camas, Washington

STEPHEN BRADNER
BURBANK '64
A.B., J.D.
elected 1980
Philadelphia, Pennsylvania

EDWARD E. ELSON '52
B.A., J.D.
elected 1997
Copenhagen, Denmark

RICHARD GOODYEAR '59
B.A., LL.B.
elected 1989
San Francisco, California

CLINTON JANSEN
KENDRICK '61
B.A.
elected 1990
Bedford, New York

MOLLIE L. LASATER AA '56
B.A.
elected 1997
Ft. Worth, Texas

WILLIAM MILTON
LEWIS JR. '74
A.B., M.B.A.
elected 1990
New York, New York

ELIZABETH PARKER POWELL,
AA '56
B.A., M.A., M.B.A.
elected 1980
Wellesley Hills, Massachusetts

OSCAR LIU-CHIEN TANG '56
B.S., M.B.A.
elected 1995
New York, New York

BARBARA CORWIN TIMKEN,
AA '66
B.A.
elected 1988
Washington, D.C.

ALEXANDER B.
TROWBRIDGE '47
B.A.
elected 1985
Washington, D.C.

ALUMNI TRUSTEES

RICHARD M. CASHIN JR. '71
B.A., M.B.A.
elected 1994 for 4 years
New York, New York

DANIEL P. CUNNINGHAM '67
A.B., J.D.
President, Alumni Council
elected 1994 for 2 years
New York, New York

TODD J. FLETCHER '87
B.A.
elected 1996 for 4 years
New York, New York

AUDREY TAYLOR MACLEAN,
AA '53
B.A., M.A.
Co-chair, Alumni Fund
elected 1996 for 2 years
Houston, Texas

JOHN E. RATTE '53
A.B., Ph.D.
elected 1996 for 4 years
Ashfield, Massachusetts

SHIRLEY YOUNG, AA '51
B.A.
elected 1994 for 4 years
Grosse Pointe, Michigan

Effective as of 7/97

TRUSTEES EMERITI

WILLIAM WADE
BOESCHENSTEIN '44
S.B.
1971-1990
Perrysburg, Ohio

GEORGE BUSH '42
A.B.
1967-1980
Houston, Texas

MELVILLE CHAPIN '36
A.B., J.D.
1974-1989 (President 1981-
1989)
Cambridge, Massachusetts

JOHN LEWIS COOPER '31
A.B.
1968-1981
Dover, Massachusetts

RICHARD LEE GELB '41
A.B., M.B.A.
1976-1994
New York, New York

ROBERT LIVINGSTON IRELAND
III '38
A.B., LL.B.
1960-1990
New York, New York

CAROL HARDIN KIMBALL,
AA '53
A.B.
1974-1991
Lyme, Connecticut

JOHN D. MACOMBER '46
B.A., M.B.A.
1987-1995
Washington, D.C.

JOHN USHER MONRO '30
A.B.
1958-1983
Jackson, Mississippi

GERARD PIEL '33
A.B., D.Sc., Litt.D., L.H.D.,
LL.D.
1969-1985
New York, New York

Nor think the difference mighty as it seems
Between life's morning and its evening dreams;
Fourscore, like twenty, has its tasks and toys;
In earth's wide schoolhouse all are girls and boys.

From *The School-Boy*
by Oliver Wendell Holmes

SELECTED ADMINISTRATORS

Office of the Head Of School

BARBARA LANDIS CHASE
Head of School
A.B., M.L.A.

REBECCA M. SYKES
Assistant Head of School
A.B., M.S.W.

Office of the Dean of Faculty

J. PHILIP ZAEDER
Dean of Faculty
B.A., M.Div.

Office of the Dean of Studies

VINCENT B.J. AVERY
Dean of Studies
S.T.L., S.T.D.

HERBERT HARRY MORTON III
Registrar
A.B.

VICTOR SVEC
*Associate Dean of Studies,
Scheduling Officer*
B.A.

Office of the Dean of Students and Residential Life

STEPHEN D. CARTER
*Dean of Students and
Residential Life*
Sc.B., M.A.L.S.

PRISCILLA K. BONNEY-SMITH
*Associate Dean of Students and
Residential Life*
B.A., M.A.T., M.A.

JOHN A. STRUDWICK
Abbot Cluster Dean
B.Sc., M.A., Ph.D.

FRANK L. HANNAH
Flagstaff Cluster Dean
A.B., A.M.

LINDA M. CARTER-GRIFFITH
Pine Knoll Cluster Dean
B.A., M.Ed.

PATRICIA C. RUSSELL
Rabbit Pond Cluster Dean
A.B., M.A.T.

ANDREW J. CLINE
*West Quadrangle North
Cluster Dean*
B.A., M.A.L.S.

MARLYS A. EDWARDS
*West Quadrangle South
Cluster Dean*
B.A.

Business Office

NEIL H. CULLEN
Chief Financial Officer
B.A., M.A., Ph.D.

Office of Admission and Financial Aid

JANE FOLEY FRIED
Dean of Admission
A.B.

JAMES F. VENTRE
*Director of Financial Aid
Senior Associate Dean of
Admission*
A.B.

WILLIAM D. LEAHY
Associate Dean of Admission
B.A.

MICHAEL D. MCCLEERY
Associate Dean of Admission
B.A.

AYA S. MURATA
Assistant Dean of Admission
B.A.

DEBORAH B. MURPHY
Associate Dean of Admission
B.A.

ELISA M. PIMENTEL
Assistant Dean of Admission
B.A.

CRAIG A. ROBINSON
*Director of Student of Color
Recruitment
Admission Officer*
B.A., M.A.

GRACE TAYLOR
Officer Manager

Office of Academy Resources

PETER R. RAMSEY
Secretary of the Academy
B.A.

G. RODGER CROWE
Director of Development
B.S., M.B.A.

PATRICIA A. DIODATI
Director of Gift Administration

LINDA MASON-SMITH
Director of Annual Giving
B.A., M.B.A.

THERESA M. PEASE
Director of Communications
B.A.

JOSEPH B. WENNIK
Director of Alumni Affairs
B.A., M.A.

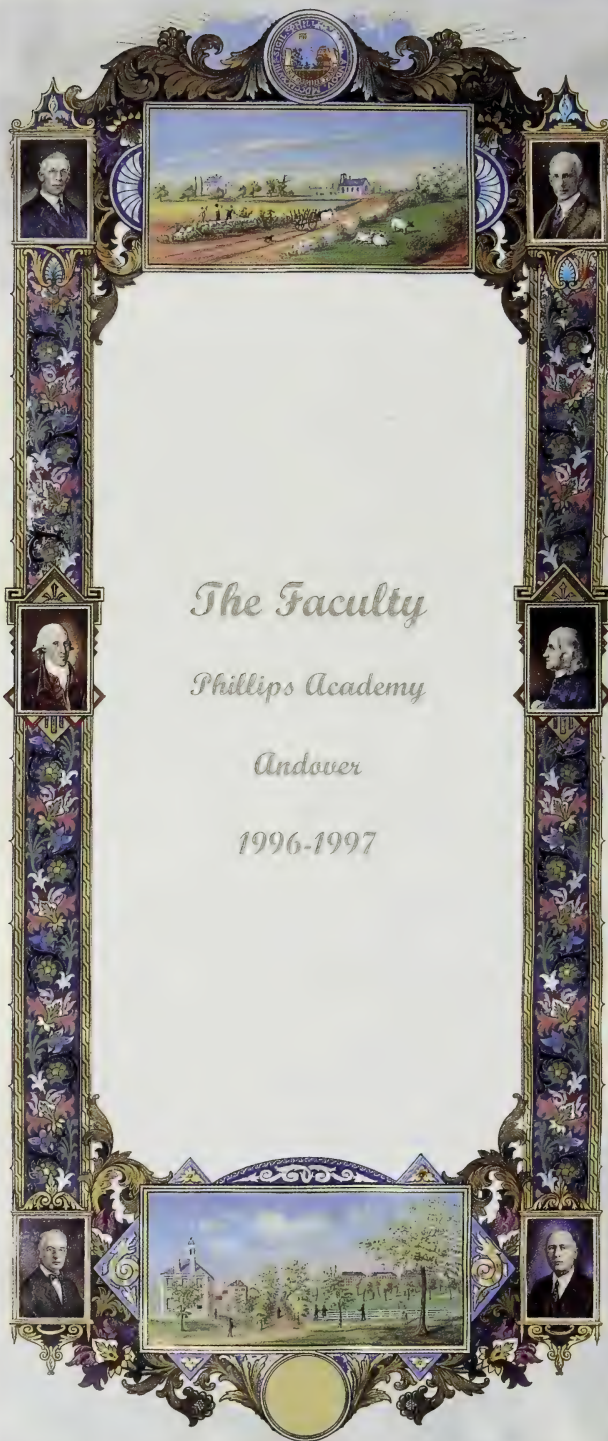
Office of Community and Multicultural Development

ROBERT A. EDWARDS
*Dean of Community and
Multicultural Development*
B.A.

Athletic Department

LEON A. MODESTE III
Director of Athletics
B.S.

KATHERINE ANNE
HENDERSON
Associate Athletic Director
B.S., M.S.



The Faculty

Phillips Academy

Andover

1996-1997

ANDOVER FACULTY

The date following the name indicates the year the person joined the Andover faculty. This reflects faculty for the 1996-97 school year.

DONALD BLANCHARD
ABBOTT 1991
Director of Capital Development
B.A. Yale College; B.D. Episcopal Theological School

DAVID D. ALLEN 1996
Instructor in English
B.A. Brooklyn College; M.A. University of Michigan

MAX CHARLES ALOVISETTI 1986
(on leave fall term)
Assistant Director of Psychological Services
Psychological Counselor
Instructor in Psychology
B.A., M.S. City College of NY; Ph.D. University of Rhode Island

STEPHEN SCOTT ANDERSON 1991
(on leave)
Instructor in Biology
B.A. Susquehanna University; M.S. Bucknell University; M.A.T. Cornell University

ELIZABETH GRACE AUREDEN 1991
Instructor in Music
B.M., M.M. Eastman School of Music

VINCENT BEDE JOHN AVERY 1976
Dean of Studies
Instructor in Philosophy and Religious Studies
on the Margaret and Maurice Newton Teaching Foundation
S.T.L. Gregorian University; S.T.D. Academia Alphonsiana, Rome

ALVARO AVILA DE LA TORRE 1996
Instructor in Spanish
B.A. Universidad de Salamanca

BRUCE WILSON BACON 1994
Instructor in Theatre;
Technical Director
B.A. Amherst College; M.F.A. Yale School of Drama

CARROLL WESLEY BAILEY 1970
Instructor in English on the Frederick W. Beinecke Teaching Foundation
A.B., J.D. University of Pittsburgh

LESLIE VERONICA BALLARD 1973
Instructor in Chemistry
B.A. Sarah Lawrence College; M.A.T. Harvard University

SETH BURTON BARDO 1981
Instructor in English
B.A. Yale; M.A.T. Harvard

DONALD THOMPSON BARRY 1980
Instructor in Mathematics
B.A. Carleton College; M.Div. Yale Divinity School

ROXANNE SCOTT BARRY 1995
Complementary House Counselor/Academic Advisor
B.A. Carleton College; M.El.Ed. Goucher College

YOLANDE L. BAYARD 1973
Instructor in French
B.S., M.A. Central Connecticut State College

CLYFE GORDON BECKWITH 1992
Instructor in Physics
B.A. Dartmouth College; M.S., Ph.D. Boston College

LOUIS MICHAEL BERNIERI 1977
Director of Andover Bread Loaf Writing Workshop
Instructor in English
A.B. Harvard University; M.A. Middlebury College

CARL WALKER BEWIG 1986
Director of College Counseling
B.A. Oberlin College; M.A.Ed. Washington University (St. Louis)

KATHRYN A. BIRECKI 1984
Athletic Trainer
Instructor in Physical Education
B.S. Central Connecticut State University

KEVIN MICHAEL BLEAU 1996
Instructor in Music
B.M. Oberlin College; M.A. Eastman School of Music

PRISCILLA KEENE BONNEY-SMITH 1974
(on leave spring term)
Associate Dean of Students and Residential Life
Psychological Counselor

Instructor in Life Issues

A.B. Bates College; M.A.T.
Brown University; M.A.
Lesley College

JAMES WESLEY BRADLEY 1990

Director of the Robert S.

*Peabody Museum of
Archaeology*

B.A. Allegheny College; M.A.,
Ph.D. Syracuse University

DALE ELLEN BRAILE 1996

Instructor in Mathematics

B.A., Williams College; M.A.
Dartmouth College

CAROLE BRAVERMAN 1979

Instructor in English

B.A. Brooklyn College; M.A.
Purdue University

CAROLYN B. BRECHER 1974

*Instructor in Modern Dance,
Assistant in Audio-Visual*

A.B. Bard College

NANCY BUDIN BROTHER
1981

*Director of Academic
Counseling*

B.S. University of Nebraska;
Ed.M. University of Lowell

CARMA LEE BURNETTE 1996

*Assistant Director of the
Institute for Recruitment of
Teachers*

B.A. Brown University; M.A.
University of Michigan

PETER M. CAPRA 1989

Director of Planned Giving

B.A. Yale University; M.B.A.
New York University

KEVIN FRANCIS CARDOZO
1992

Instructor in Chemistry

B.A. Haverford College

DEBORAH LYNN CARLISLE
1992

*Instructor in Chemistry and
Biology*

B.S., M.S. University of New
Hampshire

STEPHEN DOUGLAS CARTER
1980

*Dean of Students and
Residential Life*

Instructor in Mathematics

Sc.B. Brown University;
M.A.L.S. Wesleyan University

LINDA MARIE CARTER-
GRIFFITH 1990

*Dean of Pine Knoll Cluster
Instructor in English*

B.A. Vassar College; M.Ed.
Cambridge College

ALBERT ROMAN CAUZ 1994

Instructor in Spanish

B.A. Boston College; M.A.
Middlebury College

ROBIN LOUISE CAVALEAR
1993

Instructor in Music

B.A. University of Lowell;
M.M. New England
Conservatory of Music

BARBARA LANDIS CHASE
1994

*Head of School on the
Foundation in Honor of
John P. Stevens Jr.*

A.B. Brown University;
M.L.A. Johns Hopkins
University

A. JOHN PATTEN CHIVERS
1960

Instructor in German

A.B. Wesleyan University;
A.M. Middlebury College

PETER MICHAEL CIRELLI
1994

Instructor in Music

B.M. New England
Conservatory of Music

NIKKI ROCHELLE CLEARE
1994

Instructor in Mathematics

B.S. Loma Linda University;
M.A. University of Montana

ANDREW JAMES CLINE 1979

*Instructor in Mathematics
Dean of West Quad North
Cluster*

B.A. College of Wooster;
M.A.L.S. Wesleyan University

THOMAS EDWARD CONE III
1966

*Director of PALS Program
Instructor in Biology*

B.S. Trinity College; M.A.T.
Brown University

CHRISTOPHER CAPEN COOK
1964

Instructor in Art

A.B. Wesleyan University;
M.F.A. University of Illinois

MARCELLE ANNE COOPER
1992

*Instructor in History and
Social Science*

B.A. University of York,
U.K.; Postgraduate Certificate
of Education, University of
Oxford, U.K.

- DOUGLAS EVERETT CRABTREE 1971
Instructor in Mathematics on the Jonathan French Foundation
A.B. Bowdoin College; M.A. Harvard University;
Ph.D. University of North Carolina
- ROBERT LEE CRAWFORD 1971
Instructor in History and Social Science
B.A. Northwestern University; S.T.B. The General Theological Seminary; M.A. University of Pennsylvania
- ELIZABETH WEINGART CULLEN 1987
Major Gifts Officer
B.A. University of Rochester; M.A. Cornell University
- NEIL H. CULLEN 1986
Chief Financial Officer
B.A. University of Rochester; M.A. Cornell University; Ph.D. Michigan State University
- MARGARITA CURTIS 1986
Chair of Spanish Department
Instructor in Spanish
B.A. Tulane University; B.S. Mankato State University; M.A., Ph.D. Harvard University
- KATHLEEN MARY DALTON 1980
Instructor in History and Social Science on the Cecil F.P. Bancroft Teaching Foundation
B.A. Mills College; M.A., Ph.D. Johns Hopkins University
- GEORGE MACNAMARA DIX 1972
Instructor in Modern Languages
A.B. Brown University; A.M. Middlebury College
- KATHRYN ANN DOLAN 1990
Instructor in Physical Education
B.S. University of New Hampshire
- PETER LAWRENCE DRENCH 1986
Associate Director of College Counseling
Instructor in History and Social Science
B.A. Cornell University; M.A. Tufts University
- MICHAEL JOSEPH EBNER 1995
Protestant Chaplain
B.A. Rollins College
- MARLYS ANN EDWARDS 1990
Instructor in English
Dean of West Quad South Cluster
B.A. Brooklyn College
- ROBERT ANDREW EDWARDS 1986
Senior Associate Dean of Admission
B.A. Howard University
- CYNTHIA J. EFINGER 1993
House Counselor
B.A. University of Utah
- MARK EDWARD EFINGER 1993
Chair of Theatre Department
Instructor in Theatre
B.A. Middlebury College; M.F.A. University of North Carolina
- ADA MEI FAN 1983
Instructor in English on the Francis C. Robertson Bicentennial Instructorship
B.A. Harvard-Radcliffe; M.S. Boston University; M.A., Ph.D. University of Rochester
- SUSAN C. FAXON 1986
Associate Director and Curator of Addison Gallery on the Robert M. Walker Foundation for Curator/Art Historian
B.A. Smith College; M.S. Columbia School of Architecture
- MARTHA GOURDEAU FENTON 1994
Instructor in Physical Education
B.A. Bowdoin College
- DAWN ARLINE FITZHUGH 1991
Associate Dean of Admission
B.A. Wesleyan University; M.Ed. Cambridge College
- JANE FOLEY FRIED 1991
Dean of Admission on the Joshua Lewis Miner III Deanship of Admission Foundation
B.A. Bowdoin College
- SHAWN FULFORD 1989
Instructor in Mathematics
B.S. William and Mary; M.A. Duke University
- EDWARD BARNARD GERMAIN 1979
Instructor in English
Director of Search & Rescue
B.A., M.A., Ph.D. University of Michigan

AGATHA LOUISE GIGLIO
House Counselor
School Nutritionist
 B.S. University of New
 Hampshire; M.S.
 Framingham State College

ELLEN MARY GLOVER 1991
Instructor in Mathematics
 B.A. Mount Holyoke College;
 M.Ed. Harvard University

LYDIA BUTLER GOETZE 1980
Instructor in Biology on the
A. Wells Peck Teaching
Foundation
 A.B. Radcliffe College;
 M.A.T. Johns Hopkins
 University

JOHN ALLEN GOULD 1982
Instructor in English
 B.A. Williams College; M.A.
 Indiana University

MARY FULTON GRAHAM
 1985
Instructor in English
 B.A. Mount Holyoke College;
 M.A. University of Virginia;
 Ph.D. University of New
 Hampshire

CHAD ALLAN GREEN 1996
Acting Coordinator of
Community Service
 B.A. Lewis and Clark College

MARESSA STEPHANIE GRIECO
 1996
Instructor in English
 B.A. Wellesley College

MAXINE S. GROGAN 1989
Dean of Summer Session
Admission
 B.A. Merrimack College

CHRISTOPHER JUDE GURRY
 1974
Instructor in History and
Social Science on the Martha
Cochran Foundation
 A.B. Harvard College; M.A.
 Tufts

MICHAEL HALL 1992
Roman Catholic Chaplain
Instructor in History and
Social Science
 B.A. Catholic University of
 America; M.A. Cambridge
 University;
 Ph.D. McGill University

WOODRUFF WENDELL
 HALSEY II 1986
Executive Director of School
Year Abroad
 A.B. Princeton University;
 M.A. Middlebury College

MARTIEN ALEXANDRA
 HALVORSON-TAYLOR 1996
Instructor in Philosophy and
Religious Studies
 B.A. Yale University; M.Div.
 Harvard Divinity School

THOMAS ROBERT HAMILTON
 1969
Chair of Biology Department
Instructor in Biology
 B.S. Tusculum College; M.S.
 University of Pennsylvania;
 M.A.T. Brown University;
 Ph.D. Ball State University

YUAN HAN 1988
Chair of Chinese Department
Instructor in Chinese
Director of Harbin Program
 B.A. Shanghai Foreign
 Language Institute;
 M.A., Ph.D. Ohio State
 University

FRANK LEE HANNAH 1968
Dean of Flagstaff Cluster
Instructor in Mathematics
 A.B., A.M. Dartmouth
 College

MARGARET LUCILLE
 HARRIGAN 1992
Instructor in Art
 B.F.A. Tufts University;
 M.F.A. University of
 Connecticut

KEVIN PATRICK HEELAN
 1983
Instructor in Theatre
 B.A. St. Mary's College of
 Maryland; M.F.A. Smith
 College

KIMBALL DAVIS HEELAN
 1991
Co-House Counselor
 B.A. Smith College

KATHERINE ANNE
 HENDERSON 1984
Associate Athletic Director
 B.S. State University of New
 York; M.S. University of New
 Hampshire

GARY PAUL HENDRICKSON
 1986
 (on leave)
Instructor in English
 B.A. Merrimack College

VICTOR WILLIAM
 HENNINGSEN III 1974-79
 1985
Chair of Department of History
and Social Science
Instructor in History and
Social Science
 B.A. Yale; A.M. Stanford;
 Ed.M., Ed.D. Harvard

HENRY LYNN HERBST 1972
Instructor in French
Director of Antibes Programs
A.B. Hamilton; A.M.
University of Pennsylvania

SALLY CHAMPLIN HERBST
1974
Instructor in French
A.B. Mount Holyoke College;
M.A. Tufts

JENNIFER BEATRICE HICKMAN
1994
*Instructor in History and
Social Science*
B.A. Smith College

THOMAS SALKALD HODGSON
1977
*Chair of Department of
Philosophy and Religious
Studies*
*Instructor in Philosophy and
Religious Studies on the
Richard J. Stern Instructorship*
B.A. Williams College; M.A.
Yale University

LEON MELVIN HOLLEY JR.
1993
Instructor in Biology
B.S. Howard University;
M.A. Hampton University

CHENG-YU HUANG 1986
Instructor in Mathematics
B.A. Shanghai University;
M.A. Ohio State University

SARAH ELIZABETH IGO 1993
(ON LEAVE)
*Instructor in History and
Social Science*
A.B. Harvard College

CAROL JANE ISRAEL 1985
*Director of Psychological
Services*
*Chair of Psychology
Department*
Instructor in Psychology
B.A., M.A., Ph.D. University
of Chicago

MARGARET N. JACKSON 1983
*Assistant Director of
Psychological Services*
Psychological Counselor
Instructor in Psychology
B.A. State University of New
York at Binghamton;
M.Mus. Manhattan School of
Music; M.A., Ph.D. Long
Island University

HELMUTH WULF JOEL JR.
1985
Instructor in English
B.A. Dickinson College;
M.A., Ph.D. University of
Pennsylvania

SUZY COLETTE JOSEPH 1980
Instructor in French
Licence d'Anglais, La
Sorbonne; M.A. Indiana
University

PAUL KALKSTEIN 1970
*Instructor in English on the
William M. Newman
Teaching Foundation*
A.B. Princeton; M.A.T. Yale

MARY KAMAARA 1996
Instructor in English
B.A. Kenyatta University

PAUL JOSEPH KARAFIOL 1996
Instructor in Mathematics
A.B. Harvard University;
A.M. University of Chicago

RICHARD JON KELLER 1992
School Physician
*Board Certified Pediatrics and
Pediatric Endocrinology*
B.S. Yale University; M.D.
New York University School
of Medicine

CAROLYN EMILY KELLY 1986
Instructor in English
B.A. Yale College; M.A.
Simmons College

KAREN ANGELA KENNEDY
1985
*Assistant Athletic
Director/Scheduling Officer*
*Instructor in Physical
Education on the Lumpkin
Family Bicentennial
Instructorship*
B.S. Springfield College

CRISTINA SUAREZ KEREKES
1986
Instructor in Chemistry
B.S., M.S. Purdue University

NICHOLAS VAN HOUTEN KIP
1968
Chair of Classics Department
Instructor in Classics
A.B. Princeton; M.A. Trinity
College

CHARLES DARRON
KIRKPATRICK 1996
Writer-in-Residence
A.B. University of Michigan;
M.F.A. University of
Massachusetts

NEIL E. KOMINSKY 1995
Jewish Chaplain
B.A. Harvard College;
B.H.L., M.A.H.L., Hebrew
Union College

MARC DANA KOOLEN 1974
Instructor in Biology
 B.S. St. Lawrence University;
 M.S. Purdue University

LINDA MARY KREAMER 1996
*Visiting Associate Director of
 College Counseling*
 B.A. University of Maryland;
 M.L.A. Johns Hopkins
 University

CARL EDWARD KRUMPE JR.
 1960
*Instructor in Classics and in
 History and Social Science on
 the Alfred Ernest Stearns
 Teaching Foundation*
 A.B. Wabash College; A.M.
 Brown University

ELIZABETH CHAMBERLIN
 KRUMPE 1981
*Co-House Counselor/Academic
 Advisor*
Hostess at Cooley House
 B.A. Radcliffe College; M.A.
 Harvard; Ph.D. Boston
 University

DOUGLAS JOHN KUHLMANN
 1983
*Chair of Mathematics
 Department*
Instructor in Mathematics
 B.S. St. Louis University;
 M.A., Ph.D. Northwestern

MICHAEL J. KUTA 1983
Head Athletic Trainer
*Instructor in Physical
 Education*
 A.S. Berkshire Community
 College; B.A. Northeastern
 University

JUDITH R. LANDOWNE 1995
House Counselor
 B.A. Franklin & Marshall
 College; M.A. New York
 University

CORBIN FREDERICK LANG
 1996
Instructor in Mathematics
 B.S. University of Oregon;
 M.S. Montana State
 University

DENNIS H. LANSON 1996
Instructor in Art
 B.A. Haverford College;
 M.F.A. Columbia University

WILLIAM DENNIS LEAHY
 1991
Associate Dean of Admission
 B.A. Boston University

JANICE MARIE LISIAK 1989
Director of Summer Session
 B.A. Carlow College; M.A.
 Lesley College

MARIA LITVIN 1987
Instructor in Mathematics
 M.S. Moscow School of
 Education

ROBERT ANDREW LLOYD
 1962
*Instructor in Art on the
 Independence Teaching
 Foundation No. 1*

B.A. Harvard; M.Arch.
 Harvard Graduate School of
 Design

SUSAN MCINTOSH LLOYD AA
 1968
*Instructor in History and
 Social Science and in Music on
 the Marguerite Capen Hearsey
 Instructorship*

*Director of Urban Studies
 Institute*
 A.B. Radcliffe College;
 M.A.T. Harvard

PETER ANTHONY LORENCO
 1983
Instructor in Music

KATHRYN ELIZABETH LUCIER
 1994
Instructor in Mathematics
 B.A. Boston University

THOMAS TOLMAN LYONS
 1963
*Instructor in History and
 Social Science on the
 Independence Teaching
 Foundation No. 3*
 B.A., M.A.T. Harvard

JOHN RICHARD MAIER 1987
Instructor in Spanish
 B.A. Ohio Wesleyan
 University; M.A. University
 of Minnesota;
 Ph.D. University of
 Wisconsin

TEMBA TEBOGO MAQUBELA
 1987
*Chair of Chemistry
 Department*
Instructor in Chemistry
 B.S. University of Ibadan;
 M.S. University of Kentucky

VUYELWA MPHO MAQUBELA
 1987-94, 1996
Co-House Counselor
 B.A. Fort Hare University

PAUL PHILIP MARTHERS 1996
*Assistant Director of College
 Counseling*
 B.A. Oberlin College; M.Ed.
 Boston University

LINDA MASON-SMITH 1991
*Director of the Parent Fund
and Parent Affairs*
B.A. Middlebury College;
M.B.A. Simmons College

HARRISON FAIRFIELD
McCANN 1976
*International Student
Coordinator*
Instructor in Spanish
B.A. Williams College; M.A.
Middlebury College

REBECCA DOWNEY McCANN
1977
Instructor in Spanish
A.B. Lake Erie College; M.A.
Middlebury College

SUSAN RICHARDSON
McCASLIN 1977-81, 1985
*Interim Director of the
International Academic
Partnership*
*Instructor in Philosophy and
Religious Studies*
A.B. Smith College; M.T.S.
Harvard Divinity School

JENNIFER ANN McCLEERY
1996
Interim Admission Officer
B.A. Trinity College

MICHAEL DAVENPORT
McCLEERY 1991
Associate Dean of Admission
B.A. Amherst College

THOMAS EARL MCGRAW
1983
Instructor in English
B.A. University of Notre
Dame; M.S. Boston
University

MICHAEL JAMES McHUGH
1994
Instructor in Mathematics
B.A. Columbia University;
M.S., Ph.D. University of
New Hampshire

JOHN KENNEDY McMURRAY
1968
Instructor in Art
B.A. Washington and Lee
University; M.A.T. Harvard
Graduate School

PETER T. MERRILL 1989
Instructor in Russian
B.A., A.M. University of
Pennsylvania;
M.A., Ph.D. University of
California at Los Angeles

STEVEN ARTHUR MICHEL
1994
*Writer in Residence; Instructor
in English*
B.A. University of California
at Berkeley; M.F.A.
University of Florida

MARY SOPHIA MINARD AA
1961
*Instructor in History and
Social Science on the Emilie
Belden Cochran Foundation*
B.A. Smith College; M.A.L.S.
Wesleyan University

LEON ADRIAN MODESTE III
1986
*Director of Athletics on the
John H. Castle Jr. Directorship
of Athletics*
Chair of Physical Education
Department
*Instructor in Physical
Education*
B.S. Springfield College

VINCENT JOSEPH MONACO
1984
(on leave)
Instructor in Music
B.Ed. University of
Massachusetts; M.M. Boston
University

DIANE LYNN MOORE 1993
*Director of the Brace Center
Visiting Scholar in Philosophy
and Religious Studies*
B.A. Drake; M.Div. Harvard;
D.M. Episcopal Divinity
School; M.Phil. Union
Theological Seminary

HERBERT HARRY MORTON III
1975
Registrar
Instructor in Mathematics
A.B. Dartmouth College

ROBERT ADAMS MOSS JR.
1984
Instructor in French
B.A., M.A. Trinity College

EMILIO MIGUEL MOZO 1984
Instructor in Spanish
B.A. Sir George Williams
University; M.A. McGill
University

MARY MINOT MULLIGAN
1984 (on leave)
*Instructor in History and
Social Science*
A.B. Mount Holyoke College;
J.D. Northeastern University;
M.A.L.S. Wesleyan University

MARY MINOT MUNDRA 1996
*Liaison Officer for the
International Academic
Partnership*
Instructor in Biology
B.A. Brandeis University;
M.A.T. Brown University

AYA SILVIA MURATA 1992
*Assistant Dean of Admission
 Advisor to Asian and Asian-
 American Students*
 B.A. Bates College

DEBORAH BURDETT MURPHY 1991
Associate Dean of Admission
 B.A. University of Virginia

PAUL DANIEL MURPHY 1989
Instructor in Mathematics
 B.A. Bates College

BILLY W. MURRAY 1996
Instructor in Theatre
 B.A. St. Andrew's
 Presbyterian College; M.F.A.
 University of North Carolina
 at Greensboro

SUSAN EZELL NOBLE 1990
*Director of the Oliver Wendell
 Holmes Library on the Abbot
 Stevens Foundation for
 Director of Library*
 B.A. West Virginia
 University, M.L.S. University
 of Pittsburgh

KEVIN THOMAS O'CONNOR 1985
Instructor in English
 B.A. University of Notre
 Dame; M.A. University of
 Virginia

AIDA MARIE ORENSTEIN-
 CARDONA 1996
*Instructor in Spanish
 Advisor to Latino Students*
 B.A. University of Puerto
 Rico; M.Ed. Harvard
 University

VINCENT PASCUCCI 1964
*Instructor in Classics and
 Modern Languages on the John
 Charles Phillips Foundation*
 A.B., M.A. Columbia; Ph.D
 Brown; L.H.D. Georgetown;
 Cavaliere, Ordine Merito
 Repubblica Italiana

RANDALL SCOTT PEPPER 1978
Instructor in English
 B.A. Washington & Jefferson
 College; M.A. University of
 New Hampshire

DAVID ALBERT PENNER 1966
*Director of Andover-
 Dartmouth Math Teachers
 Institute*
Instructor in Mathematics
 B.A. Amherst College; M.A.
 University of Maryland

ROBERT PETER PERRIN 1973
*Instructor in Mathematics and
 in Physics on the Donna Brace
 Ogilvie Teaching Foundation
 No. 1*
 B.S., Ph.D. Massachusetts
 Institute of Technology

SUSAN REBECCA PERRY 1994
*Advisor for Gay, Lesbian and
 Bisexual Issues*
Instructor in Biology
 B.S. The American
 University; M.S. Arizona
 State University

FRANCESCA PIANA 1986
*Director of School Year Abroad
 in Barcelona*
 B.A., M.A. University of San
 Francisco; M.A. Universidad
 de Salamanca

ELISA MARIA PIMENTEL 1994
Assistant Dean of Admission
 B.A. Amherst College

DAVID B. POTTLE 1977
*Instructor in Classics and in
 English*
 B.A. Northeastern University;
 Ph.D. Tufts University

MEREDITH PRICE 1963
Instructor in English
 A.B. Amherst College;
 M.A.T. Harvard University

KATHLEEN R. PRYDE 1994
Instructor in Physics
 B.S. University of
 Washington

ALICE PALUBINSKAS
 PURINGTON 1986 (ON LEAVE)
*Senior Associate Director of
 College Counseling*
 B.A. Cassar College; M.Ed.
 Tufts University

EDWIN GUSTAVUS
 QUATTLEBAUM III 1973
*Instructor in History and
 Social Science on the Donna
 Brace Ogilvie Teaching
 Foundation No. 2*
*Director of Washington Intern
 Program*
 A.B. Harvard College;
 M.A., Ph.D. University of
 California at Berkeley

RUTH QUATTLEBAUM 1977
Archivist
Instructor in Art
 A.B. Wheaton College; M.A.
 Columbia University

PETER RATHBONE RAMSEY 1995
Secretary of the Academy
 B.A. St. Lawrence University

THOMAS JOSEPH REGAN 1955
Instructor in English on the Frederick W. Beinecke Teaching Foundation
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TRAVELING TO ANDOVER

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If driving from Logan Airport, follow the signs to Boston via the Sumner Tunnel and follow Route 93 north signs.

From Route 495 north or south take Exit 41A, marked Andover, and proceed south on Route 28 through the town of Andover. The Phillips Academy campus is approximately one mile south of Andover center. Turn left on Salem Street, by the Bell Tower.

Trombly Commuter Line runs buses to Andover from the Transportation Building in Park Square, Boston. Visitors should call the bus terminal at (978) 686-9577 for up-to-date information.

Inns and Motels in the Area

Andover Inn
Chapel Avenue, Andover
(978) 475-5903

The Andover Marriott
123 Old River Road, Andover
(978) 975-3600,
(800) 228-9290 (at Route 93)

Comfort Suites
106 Bank Road, Haverhill
(978) 374-7755
(Exit 49 off Route 495)
(800) 521-7760

Courtyard by Marriott
10 Campanelli Drive,
Andover
(978) 794-0700,
(800) 321-2211
(next to Marriott Hotel)

Holiday Inn-
Tewksbury/Andover
(978) 640-9000 (Route 495
and Route 133)

The Hampton Inn
224 Winthrop Avenue,
Lawrence
(978) 975-4050
(Route 114 and Route 495)

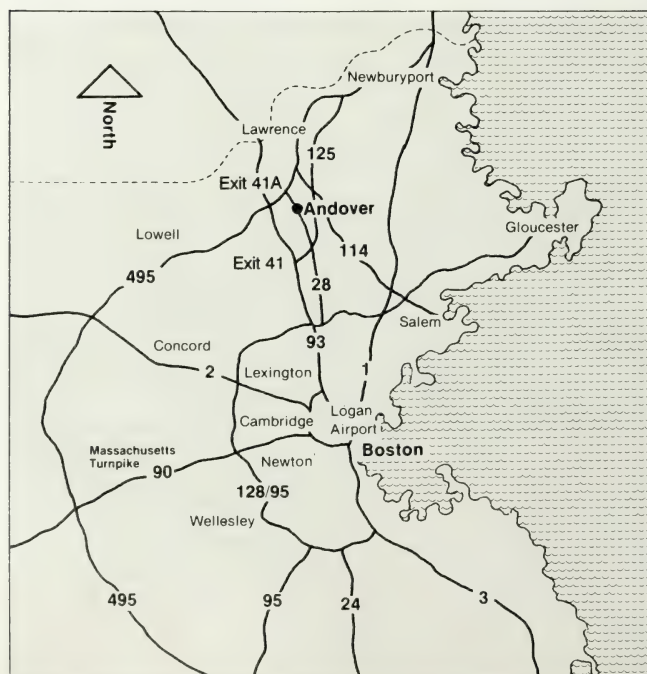
Ramada Rolling Green Hotel
311 Lowell Street, Andover
(978) 475-5400 (junction
Routes 93 and 133)

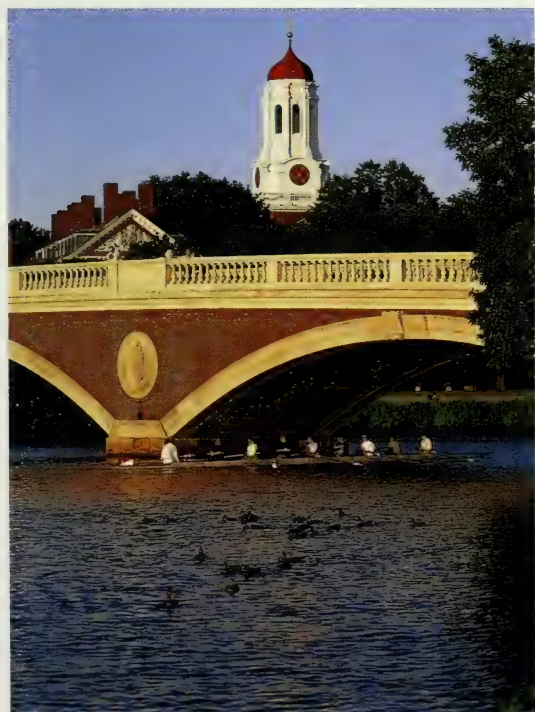
Residence Inn by Marriott
Andover Street, Tewksbury
(978) 640-1003
(off Route 495)

The Sheraton Inn
50 Warren Street, Lowell
(978) 452-1200

Susse Chalet
1695 Andover Street,
Tewksbury
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Tage Inn
131 River Road, Andover
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*Andover is a
30-minute drive
from downtown
Boston (above) and
Cambridge (left).*













Notes on Andover:



Notes on Andover:



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Dover Publications, Inc.

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8/97

CALENDAR 1997-1998

Fall Term

Sept. 2, Tues.	Faculty return
Sept. 6, Sat.	New students arrive and register
Sept. 8, Mon.	Returning students return and register
Sept. 10, Wed.	Classes begin
Oct. 10, Fri.	Mid-term academic review
Oct. 17-19, Fri.-Sun.	Parents' Weekend (all parents)
Oct. 20, Mon.	College Visiting Day (no classes)
Nov. 22, Sat.	Thanksgiving vacation begins, 1 p.m.
Dec. 1, Mon.	Thanksgiving vacation ends, 8 p.m.
Dec. 8, Mon.	Classes end, 1 p.m.
Dec. 13, Sat.	Winter vacation begins, 12 noon

Winter Term

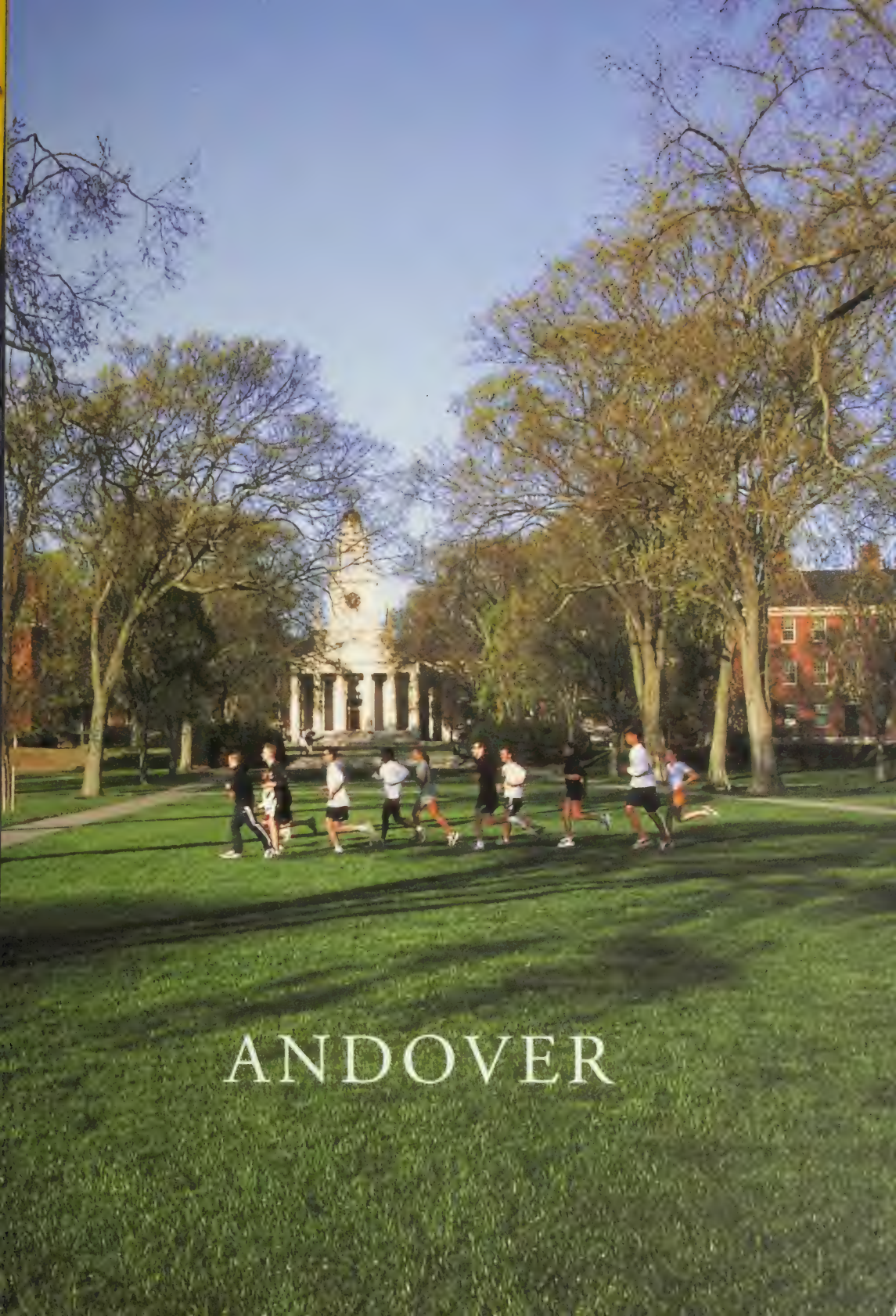
Jan. 6, Tues.	Winter vacation ends, 8 p.m.
Feb. 6, Fri.	Mid-term academic review
Feb. 16, Mon.	Mid-winter holiday (no classes)
Mar. 9, Mon.	Classes end, 1 p.m.
Mar. 14, Sat.	Spring vacation begins, 12 noon

Spring Term

Mar. 31, Tues.	Spring vacation ends, 8 p.m.
Apr. 20, Mon.	College Visiting Day (no classes)
May 1, Fri.	Mid-term academic review
May 29, Fri.	Classes end, 3 p.m.
June 7, Sun.	Commencement
June 12-14, Fri.-Sun.	Alumni Reunions
July 2, Thurs.	Summer Session begins
Aug. 12, Wed.	Summer Session ends








ANDOVER



This book belongs to:



Phillips Academy admits students of any sex, race, color, handicapped status, sexual orientation, religion, national and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the school. It does not discriminate on the basis of sex, race, color, handicapped status, sexual orientation, religion, national and ethnic origin in administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other school-administered programs.

PHILLIPS ACADEMY ANDOVER, MASSACHUSETTS 01810-4161 (978) 749-4050

The material in this catalog is intended to provide general information concerning Phillips Academy rather than a complete record of any one year. It is not in any manner contractually binding, and the information herein is subject to revision and change.





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PART ONE: WELCOME TO ANDOVER



9

"I heard this absolutely wonderful story about a young man from a rural area in Oregon, Jeremy Kurzyniec, whose seventh-grade teacher noticed how bright and capable he was, and how interested in learning. The teacher followed Jeremy's progress, told him and his parents about Andover, and helped get Jeremy an application. It turns out the teacher was an Andover graduate, as were his father and grandfather!"

Meanwhile, in East Los Angeles, a school counselor was impressed in much the same way with a student named Diana Lopez. Diana's family, though, didn't want her to go to a school so far away from home. But the family listened to the counselor and visited Andover, and after a day or two on campus, Diana's father said, "OK. Now I want to go!" Diana loves languages. She's studied Spanish and now Italian. I think about the diversity in just those two students, who had never heard of this place—and the impact of two teachers who care about young people!"

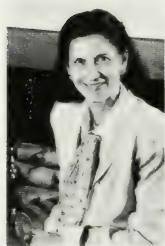
—Barbara Chase, Head of School

"Earlier this year The Phillipian sponsored a Friday Forum lecture given by PA faculty members Temba and Vuyelwa Maqubela. Mr. and Mrs. Maqubela spoke so eloquently and candidly of their struggles in apartheid-ravaged South Africa. They went on to explain how they have found a true and welcoming home here at Andover. After their lecture, I really began to appreciate how special, unique and diverse Andover is and how magnetic our school seems to be in attracting some of the most inspiring people you'll ever meet."

—Nick Collins '97, Reading, Mass.

GREETING FROM THE HEAD OF SCHOOL

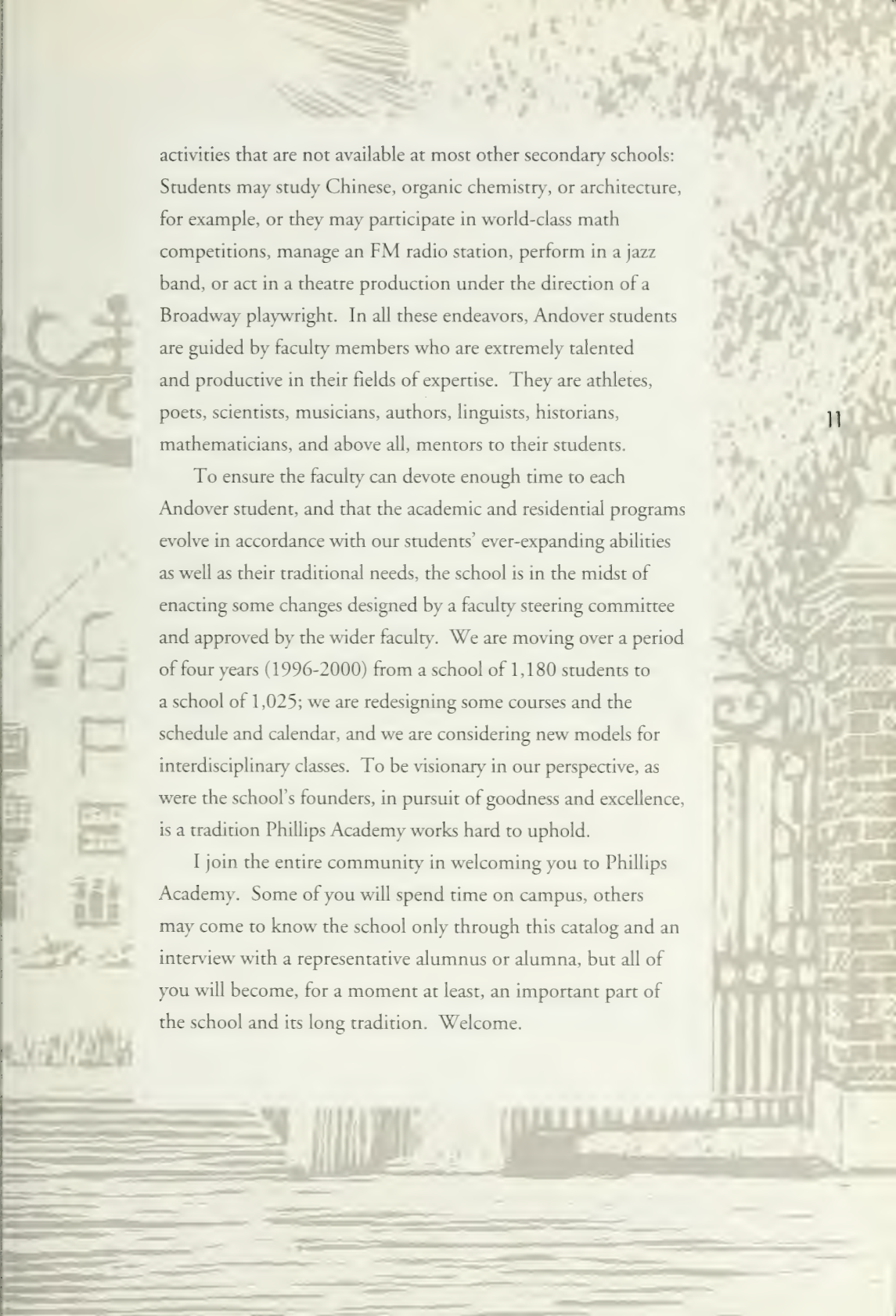
Barbara Landis Chase



In our contemporary world, there are few places that provide a strong sense of community to the people who live and work in them. Phillips Academy students and faculty have found just such a place. The author John Gardner writes, "The traditional community could boast generations of history and continuity. Only a few communities today can hope to enjoy any such heritage." Andover's 220-year history creates the kind of continuity that is, indeed, rare in American secondary schools or in institutions of any kind. We invite you to experience our community as you come to know Andover through the process of applying for admission.

Andover was founded during the American Revolution on the principle that it would be open to "Youth from every quarter" and with the motto "non sibi," which means "not for one's self." These ideals have created a shared culture of respect for and service to others that has endured for two centuries. Today, a \$6.9 million financial aid budget helps to make those ideals a reality. Students at Andover do indeed come "from every quarter" of the globe and of society. They come together on the common ground of their academic excellence and commitment to others, even as they celebrate their diversity and strive for individual achievement.

The quality of Andover's academic and residential programs resides in the range and depth of course offerings and in the personal and professional strength of the faculty. Students here are able to take academic courses and to participate in extracurricular



activities that are not available at most other secondary schools: Students may study Chinese, organic chemistry, or architecture, for example, or they may participate in world-class math competitions, manage an FM radio station, perform in a jazz band, or act in a theatre production under the direction of a Broadway playwright. In all these endeavors, Andover students are guided by faculty members who are extremely talented and productive in their fields of expertise. They are athletes, poets, scientists, musicians, authors, linguists, historians, mathematicians, and above all, mentors to their students.

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To ensure the faculty can devote enough time to each Andover student, and that the academic and residential programs evolve in accordance with our students' ever-expanding abilities as well as their traditional needs, the school is in the midst of enacting some changes designed by a faculty steering committee and approved by the wider faculty. We are moving over a period of four years (1996-2000) from a school of 1,180 students to a school of 1,025; we are redesigning some courses and the schedule and calendar, and we are considering new models for interdisciplinary classes. To be visionary in our perspective, as were the school's founders, in pursuit of goodness and excellence, is a tradition Phillips Academy works hard to uphold.

I join the entire community in welcoming you to Phillips Academy. Some of you will spend time on campus, others may come to know the school only through this catalog and an interview with a representative alumnus or alumna, but all of you will become, for a moment at least, an important part of the school and its long tradition. Welcome.



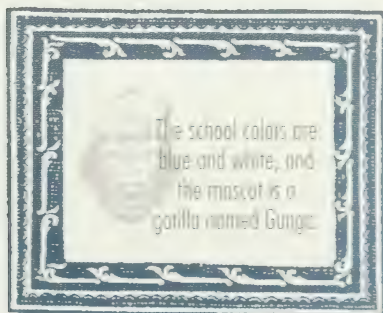
"I believe I have become a little more outgoing, a little more open since I have been at PA. Before I came to Andover, I was afraid to speak my mind because of what others might say. Now, I have no fear. I've gained confidence, which will continue to serve me in all of my future endeavors."

—Nnamdi Okike '98, Boylston, Mass.



"I think it is important to explore all Andover has to offer. It is an environment that offers as much as a college. Visiting lecturers, community service, theatre and musical performances, the Addison Gallery of American Art —these all provide learning opportunities outside of the classroom, which are as important as the classes themselves."

—Juliana Priest '97, New Haven, Conn.



INTRODUCTION

Jane Fried, *Dean of Admission*



Applying to secondary school can be quite an adventure as you study the schools that interest you and embark on an admission process in which you will be asked to write and talk about yourself. What will you write? Who are you now?

You know the things you have accomplished so far—the academic classes you have taken, the service you have performed in your community, the sport or art you’ve worked at so hard, the moments when your family needed you and you gave of yourself. But what of the future? The admission process will give you a chance to celebrate who you are, but it will challenge you to think about who you may yet become. What are your needs, and what are your desires? What are your current interests, and what might just interest you that you have never even considered before? Do you have dreams, and where can you reach them?

If you are going to leave your home or your hometown school for a boarding school, you will want to choose a school that meets your needs and desires and that you will not outgrow, but that will grow with you through your high school years.

We are delighted you have taken an interest in Andover. This historic school is known for the breadth and depth of its curriculum and co-curriculum and for the enormous variety of experiences we offer. The faculty and students here have gathered from cities and suburbs and tiny towns and villages all over this country and the world in order to pursue their dreams together. Our campus is large, but the cluster system of neighborhoods provides the support found in schools a quarter of our size.

HISTORIC TIMELINE



The town of Andover, Massachusetts is incorporated in **1646**.

On **April 21, 1778**, Phillips Academy is founded for boys by 26-year-old Samuel Phillips Jr. Now the oldest incorporated boarding school in the nation, Phillips Academy at the outset accepted boys of varying



ages and first enrolled 13 students. The Phillips Academy Constitution states that the students must be able to read English to be admitted.

In Phillips Academy’s first class of **1778** is six-year-old Josiah Quincy, who grew up to be the mayor of Boston and president of Harvard.

In **1780** 8:00 a.m. devotional exercises are required of all students.



Andover is a coeducational boarding school for students in grades nine through 12 and post-graduates. We welcome approximately 190 ninth-graders, 80 10th-graders, 30 11th-graders, and 35 one-year seniors (12th-graders and post-graduates) each year. The admission process begins with the Preliminary Application located in the pocket at the back of this catalog along with our campus map.

Andover is a unique school, and this catalog is quite unique as well. Created from the voices of the faculty and students and the resources of the academy's archives and museums, we've developed text, graphics and also a timeline, beginning on the previous page, of notable moments in the school's history. Along with this catalog you'll receive the companion *Course of Study* book, which describes our 290 academic courses in detail. Together, these documents should give you a good sense of Andover's rich history, exceptional program and community spirit. We take great pleasure in introducing you to Andover, as we anticipate the great pleasure of learning more about you.

—Jane Foley Fried
Dean of Admission

ANDOVER

The school's name is Phillips Academy,
but most people call it Andover,
the name of the picturesque town
in Northeastern Massachusetts in
which the school is located.

A year after Harvard does,
Andover adds French to the
curriculum in 1781.

In 1781 Phillips
Exeter Academy is
founded by John
Phillips, Samuel
Phillips' uncle.



Paul Revere, known as the
best craftsman of metals in
Boston at the time, is com-
missioned in 1782 to

make the Phillips Academy
Seal. Around the symbol,
of a rising sun and a hive
of industrious bees, he
engraves the educational
faith of Andover's
founders—"The end
depends upon the begin-
ning." The founders' reli-

gious and patriotic commit-
ment to the common good
is symbolized by the sec-
ond motto on the silver
seal "*non sibi*," meaning
"not for one's self."



STATEMENT OF PURPOSE



Phillips Academy is a residential high school that seeks students of character and intelligence from diverse ethnic, racial, socioeconomic and geographic backgrounds.

The academy's scholastic program is designed to foster excellence in all disciplines associated with the liberal arts tradition. Faculty members guide students to master skills, to acquire knowledge, and to think critically, creatively and independently. The school strives to help young people achieve their potential not only in intellectual understanding, but also in aesthetic sensitivity, physical well-being, athletic prowess and moral decisiveness so that they may lead productive, responsible lives.

Committed to discovering authentic sources of community, the academy strives to understand and respect the differences that arise in a multicultural setting. Academic and residential programs encourage sensitivity to issues of gender, race and social class. The school's residential structure fosters close association between faculty and students for personal, social and intellectual development.

Andover's 1778 Constitution charges the academy to prepare "Youth from every quarter" to understand that "goodness without knowledge is weak and feeble; yet knowledge without goodness is dangerous." This obligation challenges students in mind, body and spirit to see beyond themselves and to go beyond the familiar; to remain committed to developing what is finest in themselves and others, for others and themselves.

This revised version of the Statement of Purpose, voted by the faculty in spring 1988, reaffirms the academy's goals set forth in the Constitution of 1778.



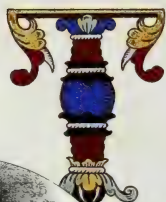
In 1783, Howell Lewis, a Virginian, is one of the first adventurous students from outside of New England to attend Phillips Academy. He was the nephew of George Washington.



President George Washington stops at Phillips Academy in 1789 during his tour of New England. Washington addresses the school and holds an informal reception which he attends on horseback.



ELIPHALET PEARSON



*Roll the round century's five-score years away,
Call from our storied past that earliest day
When great Eliphalet first came to the ring -
Big name, big frame, big voice, and beelling brow,
Glad young Eliphalet - ruled the row of boys
In hallowing art, or old world controversy,
And save for fashion's whims, the benches show
Of the self-same youths, the very boys we know*

he boys who took their places on the hard benches in the do-
joiner's shop were not harassed by the intricacies of a com-
plex curriculum, or by the problem of choosing among seduct-
ive optional courses. The schedule of work prepared by Pre-
ceptor Pearson included only Latin, Greek, a little - a very
little - mathematics, and some reading in religious treatises.

My complaint of being obliged to get by heart passages from Chee-
se or *Short Introduction to the Latin Tongue*, one of the standard
textbooks. Much of this, as he confessed, he was unable to understand.

My, though ready, was not too anxious and the rule being that first
no advance until the first book was conquered, I was kept in Chee-





Phillips Academy, founded in rural New England during the Revolutionary War, speaks today to the richness of many traditions and is testimony to the dreams and aspirations, viable still, of its founders. Although it has been coeducational only since 1973, the recognition of the importance of education for both young men and young women was present at the beginning.

In 1778, Samuel Phillips and his wife, Phebe, made a "bargain." If she would move from Cambridge to Andover to help him in establishing Phillips Academy, he would afterward join her in founding an academy for girls. And so the commitment was made and the educational endeavor begun.

On April 21, 1778, the Constitution of Phillips Academy was signed. Both Samuel and Phebe Phillips died before her dream of a girls' school could be realized, but not before the dream could be handed on to willing hearts. In 1828, Phillips Academy trustees and other Andover residents met with Mme. Sarah Abbot to plan the school that would open its doors on May 6, 1829, as Abbot Female Academy, one of the first schools in New England to be founded for young women.

Each school in the years that followed remained faithful to the commitments made in their constitutions: "to enlarge the minds and form the morals of the youth committed to its care." Each had a long and rich life and witnessed its students' growth, both in self-discovery and in service to others. And in 1973, Samuel and Phebe Phillips' bargain was realized anew, as Phillips Academy and Abbot Academy merged and created a distinctive coeducational institution that combined the best of both traditions. "Finis origine pendet," the academy seal affirms. The end does indeed depend upon the beginning.

—Jean St. Pierre

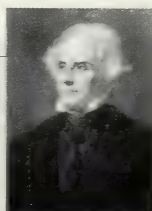
Instructor in English and Theatre

Abbot Academy

Phillips Academy



In 1789, the first scholarships from John Phillips are recorded "in consideration of further promoting the virtuous and pious education of Youth."



Samuel F.B. Morse, inventor of the telegraph and originator of the Morse Code, graduates in the class of 1805.

In 1805 the initial instruction in writing, music, and the rudiments of mathematics are required.







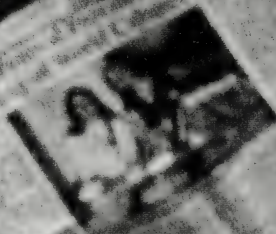


The PHILLIPPIAN

University Planned by President



Operating for Student for 1947-1948 Financial





AN OVERVIEW

CAMPUS

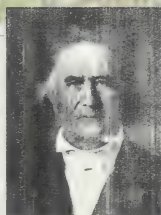
Phillips Academy's 500-acre campus rolls across a hilltop in the town of Andover, Massachusetts, about 21 miles north of Boston and about the same distance west of Salem, Gloucester and the sea. Elm-shaded paths crisscross campus lawns and quadrangles that lead to more than 160 buildings, including the Addison Gallery of American Art, the Oliver Wendell Holmes Library and the Robert S. Peabody Museum of Archaeology.

[A map of the campus can be found in the pocket at the back of the catalog.]

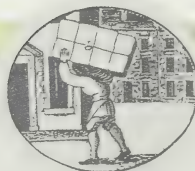
RESOURCES

The school's endowment of \$400 million (as of March 31, 1998) supports student scholarships and tuition, maintenance of the campus, academic programs and the academy's faculty. Among the school's resources are 624 dormitory rooms, 72 classrooms, an astronomical observatory, more than 120 computers, a video and electronic imaging center, language and music laboratories, a licensed FM radio station, five extensive science laboratories, a 65-acre bird sanctuary, 20 art and music studios, a state-of-the-art theatre complex, three gymnasiums, two swimming pools, 18 playing fields, 25 tennis courts, two dance studios, an all-weather track and a covered hockey rink.

In **1808** the Andover Theological Seminary is founded on property adjoining Phillips Academy.



Headmaster John Adams adds the study of Thucydides and Herodotus to the curriculum in **1810**.



In **1811** William Goodell walks 60 miles from his home to attend Phillips Academy, carrying his trunk on his back.

THE FACULTY

Andover has 220 full-time and part-time faculty members who hold, among them, 166 Ph.D. and master's degrees. Extraordinarily talented in their fields of expertise, they are committed educators who offer guidance and support not only in the classroom but in all aspects of their students' development, including athletic ability, social skills, multicultural awareness and ability to make moral decisions. Because classes average only 14 students and the school's overall student/faculty ratio is six-to-one, Andover's talented faculty, 95 percent of whom live on campus, are able to guide their young students effectively.

STUDENTS: "YOUTH FROM EVERY QUARTER"

Andover's 1,130 students, equal numbers of boys and girls, come from 44 states and from 34 countries, and each brings to campus a treasure of experiences and traditions to share. Of many different religions and cultures, the students are partners in a multicultural community that has been celebrating diversity for more than 200 years. Informally, in conversations on campus and simply by living and studying together, our students constantly teach each other about their backgrounds and cultures. Formally, the school sponsors dozens of lectures, films, special programs and cultural celebrations throughout the year.

About 10 percent of the student body is international.

About 30 percent of the student body is composed of students of color.

About 40 percent of the student body receives need-based financial aid.

AN OVERVIEW

ANDOVER'S GRADES HAVE UNUSUAL NAMES:

9th-graders are called **juniors**. As the school's youngest members, juniors have a special academic and residential program designed to guide them successfully through their first year.

10th-graders are called **lower middlers or lowers**. Lowers, too, have a special program, the Life Issues curriculum, a series of classes with topics ranging from peer relations to community work.

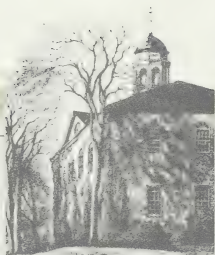
11th-graders are called **upper middlers or uppers**.

12th-graders and **post-graduates** are **seniors**.

Much could I tell you that you know too well;
Much I remember, but I will not tell;
Age brings experience; graybeards oft are wise,
But oh! How sharp a youngster's ears and eyes!

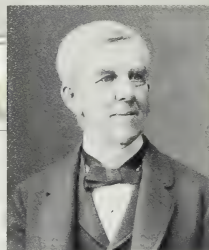
From *The School-Boy*
by Oliver Wendell Holmes
Class of 1825

In **1814**, public exhibitions at the end of the year are instituted and Wednesday afternoons are reserved for declamations.



Bulfinch Hall, designed by Charles Bulfinch, is built in **1819**.

Discussion begins in **1820** on the course of study necessary to prepare for college. Twenty subjects are studied, 13 of which are in Latin and Greek.



In **1825** Oliver Wendell Holmes, poet, literary leader, and doctor, graduates from Phillips Academy. Holmes immortalized Bulfinch Hall, "the classic hall" in his 1878 poem *The School-Boy*.

CLUSTERS: "COMMUNITIES WITHIN A SCHOOL"

The cluster system of six "communities within a school," each a neighborhood on the campus, is the heart of Andover's campus life. Designed to create opportunities for close student-faculty contact, clusters give students the advantages of a small residential community. Each cluster of about 180 boarding and day students and 40 faculty families is led by a cluster dean and is a microcosm of the school at large, including students from all backgrounds with all sorts of interests. Student orientation, intramural sports, weekday social functions, Blue Key activities and discipline are all organized by cluster. During the course of the school year, each cluster takes on its own distinct personality and spirit. (Cluster affiliations do not affect academics, extracurricular activities or interscholastic athletics.)

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The Blue Key



The Blue Key organization is in charge of Andover's

school spirit. Its members, energetic seniors, have been known to paint their faces vivid shades of blue for the Andover-Exeter football games.

The six clusters, organized by the geographic locations of their member dorms, are Abbot, Flagstaff, Pine Knoll, Rabbit Pond, West Quad North and West Quad South.

"Do females possess minds as capable of improvement as males?" is the subject of the 1827 Philomathean Society debate.



On May 6, 1829, Abbot Academy, one of the first educational institutions in New England to be

founded for young women only, opens its doors. Founded by Sarah Abbot, it has 70 girls in its first class. The school thrives and ultimately merges with Phillips Academy in 1973. Its vision: "a commitment to basic intellectual train-

ing and moral guidance, resistance to passing fashion, and—above all—a respect for the importance of women in American society."



"Each part of the PA campus holds something dear to me. Although I love many places on campus, the library ties everything together as a universal constant. The library feeds my imagination and fills me with knowledge of the past, present and future. I have always been enthralled with the magic of books."

—Danielle Li '99, East Brunswick, N.J.

The Teacher's Seminary at Phillips Academy is established in **1830** to provide general education for the non-college bound students.



Samuel Francis Smith writes "America" (My Country, 'tis of Thee) in **1832** while living in the house on Main Street now known as America House. It has been used as a dormitory by the academy since 1919.

Frederick Law Olmstead, famed landscape architect and designer of Central Park in New York City, graduates in **1838**.



In **1840** the cost of tuition for one term is \$6.00, a fee "which is remitted to indigent students."



"I have learned to work hard but to also keep things in perspective. It is important to fit lots of fun things into your schedule, too—those may be things that make Andover memorable for you."

—Katherine Otway '00, Reading, Mass.

The Teachers' Seminary at Phillips Academy becomes the English Department and coordinates with the Classical Department in 1842.



In 1850 the school's first gymnasium is founded.



In 1852 Calvin Stowe and wife Harriet Beecher Stowe arrive in Andover. He is a professor at the Andover Theological Seminary and she has just finished writing *Uncle Tom's Cabin*. Harriet begins to hold social events that are



criticized as leading to "dissipation for the students."







PART TWO: UNIQUE CAMPUS RESOURCES



33

THE ADDISON GALLERY OF AMERICAN ART



In 1930, when Thomas Cochran, Class of 1890, gave to the school the Addison Gallery of American Art, he wrote that he wished his gift “to enrich permanently the lives of the students of Phillips Academy by helping to cultivate and foster in them a love for the beautiful.” Serving as both a nationally recognized museum and an educational resource for the school and the region, the Addison enriches the life of Phillips Academy and the community in many ways. The museum’s holdings are acknowledged as a distinguished collection and include works by, among others, Washington Allston, John Singleton Copley, Benjamin West, Thomas Eakins, Winslow Homer, James A. McNeill Whistler, George Bellows, Edward Hopper, George B. Luks, John Sloan, Alexander Calder, Hans Hofmann, Georgia O’Keeffe, Jackson Pollock, Frank Stella (PA’54) and Andrew Wyeth.



Winslow Homer, *Eight Bells*, 1886, oil on canvas,
Addison Gallery of American Art

The Addison makes available to Andover’s students and to the public this extraordinary collection as well as nine or more exhibitions each year. Last year, the Addison Gallery was the only New England venue for the Roy DeCarava



Retrospective, organized by the Museum of Modern Art in New York and featuring more than 100 photographs by DeCarava depicting jazz musicians and life in Harlem.

The museum's education department also arranges special programs and gallery talks for Phillips Academy students to accompany their course work. Recently, for example, chemistry students attended a program on the chemistry of art conservation, while biology students studying cancer attended a special showing of the *Living With Breast Cancer* exhibition.

During a typically busy month at the gallery, American history classes studied the Addison's exhibition *The American City* with its masterworks, which included Sloan's *Sunday*, *Women Drying Their Hair*, Childe Hassam's *Fifth Avenue* and *53rd Street* and Hopper's *Manhattan Bridge Loop*.

Photography students studied the works of Walker Evans (PA '22), Lotte Jacobi, Roy DeCarava and Hollis Frampton (PA '53). Children from elementary schools in Lawrence came to the museum to see exhibitions of art and photography and to meet the exhibiting artists. And hundreds of visitors were delighted to view an exhibition of more than 90 works by Winslow Homer.



Top: Roy DeCarava, *Graduation Day*, 1949, gelatin print, Addison Gallery of American Art.

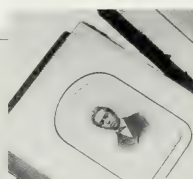
Below: John Sloan, *Sunday Women Drying Their Hair*, 1912, oil on canvas, Addison Gallery of American Art.



The first female head of Abbot Academy, Nancy J. Hasseltine, arrives in 1854. She strengthens the curriculum and

manages the school's business affairs. The July trustee report says: "We regard it as a prominent peculiarity and excellence of this school that the pupils are taught to think for themselves."

The average is one faculty member for every 79 students at Phillips Academy in 1855.



Richard T. Greener is the first African-American student to graduate from Phillips Academy, Class of 1865. He went on to become the first black graduate of Harvard.

THE OLIVER WENDELL HOLMES LIBRARY

At the hub of Andover's intellectual life is the Oliver Wendell Holmes Library, named after the famous physician, poet and wit, who was a member of the class of 1825. The building contains the academy's main collection of over 100,000 volumes and is home to more than 200 years of Phillips Academy archives and several special collections. It subscribes to 260 current American and foreign-language serials, receives several daily newspapers from throughout the country and has an extensive retrospective periodical collection in microform. The Oliver Wendell Holmes Library is a part of the technological revolution that is providing more information from more places to more people more rapidly than ever before. Currently, the library has in place a fully automated catalog (OWL), access to the Internet global computer network and more than 780 subject-oriented data bases, some of them full text. Because of Andover's strong academic tradition, the library assumes the responsibility for teaching students how to retrieve and evaluate information rapidly and simply in all formats. The building, open more than 85 hours each week to support student and faculty study and research, contains open stacks, seminar rooms, faculty research carrels, a faculty reading room and a number of classrooms.



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Particular treasures in the Oliver Wendell Holmes Library are the Jansson Atlas, printed in Amsterdam in 1657, the papers and books of Dr. Holmes and one of the world's leading collections of Vergiliana.

My cheek was bare of adolescent down
When first I sought the academic town;
Slow rolls the coach along the dusty road,
Big with its filial and parental load;
The frequent hills, the lonely woods are past,
The school-boy's chosen home is reached at last.

From *The School-Boy*
by Oliver Wendell Holmes



Shimeta Neesima leaves Japan as a stowaway on the ship "Wild Rover" for America. He is adopted by the shipowner, an Andover trustee, and takes on the

name Joseph Hardy Neesima. In 1867, Neesima graduates from Phillips Academy, later from the Andover Theological Seminary. Neesima becomes the first

Japanese to be ordained a Congregationalist minister. He returns to Japan and founds Doshisha University, the largest private university in Japan.



THE ROBERT S. PEABODY MUSEUM OF ARCHAEOLOGY

Founded in 1901 through the bequest of Robert S. Peabody (PA 1857), the museum is a repository of information where American history stretches back more than 12,000 years, a laboratory for active scientific inquiry, and a center for exploring ideas of community, culture and craft. An amateur archaeologist with a lifelong interest in Native American cultures, Peabody wanted to bring to students "the knowledge that such a science as archaeology exists" and to foster respect for the people who first inhabited this continent. For 75 years the Peabody played a key role in the development of American archaeology. Recently, the museum has re-emphasized its primary role as a teaching museum, serving Phillips Academy and the broader community. The collections, representing nearly every indigenous culture area in North America, include more than 700,000 artifacts from Paleo-Indian to the present day. The museum's programs and exhibits reflect several goals, including teaching understanding and appreciation of human development and cultural diversity; exploring relationships between natural sciences and social sciences; studying and preserving the record of Native American cultures; and involving Native American people as partners in this work.

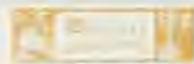
THE BRACE CENTER FOR GENDER STUDIES

The Brace Center for Gender Studies, in historic Abbot Hall, was opened in 1996 to enhance and strengthen the school as a coeducational institution by providing resources for the study of issues related to gender. In lectures, forums and films, the center addresses issues of adolescent growth and development and the influence of gender on individual achievement.



The formation of the Abbot Alumnae Association occurs in **1871** upon the suggestion of Miss Phebe McKeen.

In **1871**, "uncle" Samuel Taylor, headmaster of Phillips, dies on the steps of the chapel while entering for morning service.

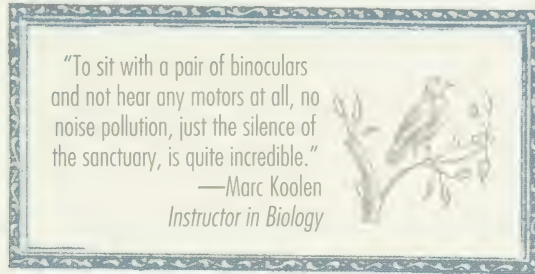


Modern foreign languages are introduced into the classical department in **1872**.

In **1873** the Abbot *Courant* is founded as Abbot's history and literary magazine.

THE MONCRIEFF COCHRAN SANCTUARY

The Moncrieff Cochran Sanctuary is a 65-acre tract of rare beauty on the northern end of campus. Dogwood, azalea, rhododendron and laurel provide a succession of bloom from late April to mid-June. Trails wind around two ponds and through extensive natural wild areas and are used all year long by hikers, bird-watchers, cross-country runners, mountain bikers, cross-country skiers and the academy's Search and Rescue program.



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RESOURCES IN TECHNOLOGY:

TECHNOLOGY

Andover's world-class computing facilities are staffed by fluent professionals who are interested in providing assistance to students and faculty. Presently, a state-of-the-art fiber optic computer network provides high-speed computer access to more than 20 academic and administrative buildings on campus. Network access is available to all students through public labs with more than 120 computers. In winter 1997, new IBM and Macintosh computers were installed in the computer center, each station with Internet and e-mail access; similar upgrades are also being made to some of Andover's satellite computer labs. Additionally, during the 1998-99 academic year the computer network will be extended to dormitories. Every student also has a private telephone line and a personal voice mail box. Andover prides itself on being able to offer students the most current technologies.



The arrival of Cecil F.P. Bancroft as headmaster at Phillips in 1873 marks the beginning of the "modern" Andover. During Bancroft's tenure the student body increases from 262 to over 400 pupils.



In 1875 the four-year Classical course is introduced at the school.

The Phillippian



In 1877, *The Phillippian*, the official student newspaper of the academy, is established. One of the oldest school newspapers

in the country, it has been published every Friday of every school year since its inauguration.



PHILLIPS ACADEMY COMPUTER CENTER

The Computer Center, located in the library's lower level, contains two computer classrooms and a computer laboratory filled with more than 70 computers (Macintosh and IBM) and printers, plus Internet access and e-mail. The center is an evolving hub of electronic technology constantly being updated with new equipment such as scanners and color printers. It is open to students for their individual use while faculty use the computer classrooms for lessons in nearly all academic subjects. Additionally, two adjunct computer centers are available in the math and science buildings. The Computer Center has been recognized for its outstanding work by Apple Computer, Inc., as a Macintosh Reference Site and as a Solutions 91 School. The staff operates an on-site repair center and also offers free training sessions for faculty, staff and students.


THE FRANCES YOUNG TANG THEATRE

The Tang Theatre is a highly sophisticated, 400-seat flexible courtyard theatre that can be configured into proscenium, three-quarter or arena-style seating. The theatre boasts a computerized expressions light board and a digital sound system of recording-studio quality, and is complemented in the George Washington Hall theatre complex by scenery and costume shops, make-up rooms, and a second "black-box" theatre with 150 movable seats.

THE AUDIO VISUAL CENTER AND KEMPER AUDITORIUM

The Audio Visual Center has two fully equipped multimedia classrooms that support laser discs, VHS tapes, dual slide projection, 16 mm films, compact audio discs and photo CDs. The center's vast collection of films, tapes, slides and laser discs can be shown in video viewing rooms and in Kemper Auditorium, equipped with a 12-speaker surround-sound system, an enhanced video projection system, and media-control Crestron System.

In **1878** Phillips celebrates its 100th birthday. In honor of the occasion, Oliver Wendell Holmes reads his poem *The School-Boy* at the Centennial Celebration.



**BEAT
EXETER**

1878 marks the first year of the Andover-Exeter athletic competition. In



November, Andover plays its first football game against Exeter (*and wins*), beginning the long athletic rivalry between the two schools.



In June **1892** the first two women are elected to the Board of Trustees of Abbot Academy. They are Mrs. Frances Kimball Harlow and Mrs. Henrietta Learoyd Sperry.

THE POLK-LILLARD CENTER FOR VIDEO AND ELECTRONIC IMAGING

The Polk-Lillard Center is a digital prepress lab capable of producing professional graphics and state-of-the-art digital video. Students have access to six video-editing suites, a video studio, and an 18-station computer classroom equipped with Macintosh 8500s, G3s, scanners and both standard and color laser printers.

THE LANGUAGE LEARNING CENTER

The Language Learning Center is the first all-digital language lab facility in the country offering access to real-time video and audio files as well as data over the network. Teachers interact in each target language with individuals or groups of students using headsets and microphones. The Language Learning Center is the model for similar facilities being planned in colleges and universities throughout the country.

“For language teachers and students, the big news is the Language Learning Center. I am just beginning to experiment with it, and already it is revolutionizing my teaching. This may be one of those rare instances in which increased efficiency also leads to deeper and broader learning.”

—Peter Merrill
Instructor in Russian

THE WILLIAM B. CLIFT RECORD LIBRARY

The William B. Clift Record Library offers students the opportunity to examine pieces of music closely using computer-based CD analysis software. With the center's integrated midi keyboards and computer technology, students are also able to compose and revise original musical pieces. The library's enormous collection of classical, rock and roll, blues, jazz, reggae, country and hip-hop music, plus musical scores, sound effects CDs, comic routines and much more is available to the entire campus.



In 1893 Abbot introduces college prep courses and strengthens the classical studies program.



The year 1899 sees the first Abbot Field Day, when “young ladies gathered joyfully to take part in sports.”



In 1901 at Phillips Academy . . . the required morning chapel begins at

7:50 a.m., a year's tuition is \$100, and a student can generally expect to pay about \$3.00 a week for food. Many students coming from a distance board with local families in the town of Andover for about \$4.00 a week.









"When we hear the old story, that girls aren't as good in science as boys, we think, 'What are these people talking about?' That's just not true at Andover. In my most advanced chemistry class this year, 10 of the 17 students were girls. Four of the top five grades went to girls. And their projects! Winnie Chan, for example, taught nuclear magnetic resonance spectroscopy to the class. What can I say? It was fantastic."

—Temba Maqubela, Instructor in Chemistry



The Borden Gymnasium is dedicated in 1902.



The Robert S. Peabody Foundation of Archaeology Museum is opened in 1903. Now the Robert S. Peabody Museum of Archaeology, it holds over 700,000 artifacts.



"Studying foreign language was new for me, and since all of the modern language courses are taught entirely in the target language, I needed a lot of help to keep pace with the class. My teacher, Mr. Sturges, encouraged me to come frequently to conference period, which, I must admit, I did a lot that first term, and to call him at home if necessary. Mr. Sturges' passion and love of French helped me to accomplish more than I thought possible. At the end of the fall I was recommended to move to accelerated first-year French, and as a senior, I took AP French literature.

—David Niles '98, Northport, Alabama



Brothers Field is completed in spring 1903.

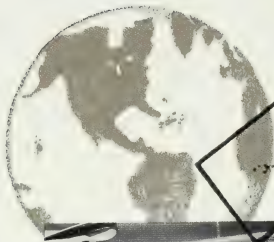


Field hockey is introduced at Abbot Academy in 1903 and the first competitive game is played a year later against Bradford Academy.

By the 1940s, Abbot women were participating in field hockey, basketball, tennis, skiing, skating, gymnastics, softball, track, archery, lacrosse, horseback riding and dance.



The first Rhodes scholar, a former Phillips Academy student, is chosen in 1904.



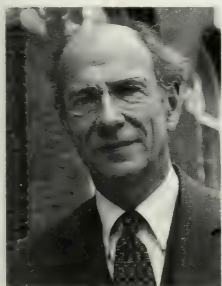
SCHOOL



PART THREE: THE ANDOVER EDUCATION



THE FACULTY



he exchange between those who want to learn and those who love to teach marks the vitality of this academy. In their readiness to engage students, the 225 faculty members on this campus present a wide and wonderful array of talent. From their imagination and scholarship spring prized textbooks, while language learning is enriched by their native tongues. And what great talent and dedication are present in the school's coaches and their remarkable teams! The faculty here yoke teaching and learning. They challenge, yet are compassionate; they encourage the mastery of detail, yet enable dreams to flourish. As the origin of the word *instructor* suggests, the faculty are devoted to building understanding: the learning that lies in discovering a voice, in linking ideas and service, in facing, as one playwright suggested, "the sheer astonishment of living." Graduates return to speak of the affection, dedication and generosity brought into their lives by their Andover teachers. Over and over again, this school brings joy to those who relish its learning and to those who practice its teaching.

—Philip Zaeder

Dean of Faculty

Instructor in English

For a complete list of Andover's faculty and faculty emeriti, please see p.161.

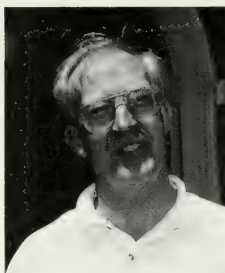
His was the charm magnetic, the bright look
That sheds its sunshine on the dreariest book;
A loving soul to every task he brought
That sweetly mingled with the lore he taught.

From *The School-Boy*
by Oliver Wendell Holmes

THE ACADEMIC PROGRAM



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Andover's curriculum is designed to provide every student with a strong and broad foundation in the arts, humanities and sciences. During their years at Andover, students develop a wide range of basic skills and then, with the advantage of flexible planning and much choice, are able to reach as far as their strengths and talents will carry them. From their first days at the academy until graduation, students are supported by their advisor, a faculty member who in bi-weekly meetings helps them create, monitor and refine their course of study.

Andover's size permits extensive elective offerings, with courses beyond college entrance level. Before they graduate, students may do research with recombinant DNA, study the calculus of vector functions and quantum mechanics, take seminars in existentialism and constitutional law, build a mag-lev model train, perform in *The Nutcracker*, compose chamber music, produce a film, publish their poetry. The curriculum is at once broad and deep, demanding and flexible, prescribed and freely chosen. It creates excitement and enthusiasm for learning in both students and teachers alike.

The result is a dynamic program of education that is constantly renewing itself, debating pedagogy and schedule, reviewing offerings, revisiting syllabi, developing new forms of assessment, integrating new technologies, and seeking to meet the needs of students with a variety of learning styles. Teachers and students model for each other a commitment to inquiry and performance that makes Andover truly a community of learners. The academic energy on campus is palpable.

In this catalog, you will find information about each academic department and a list of courses offered; the courses themselves, and diploma requirements, are described fully in the accompanying booklet, the *Course of Study*.

—Vincent Avery
Dean of Studies

Instructor, Department of Philosophy and Religious Studies

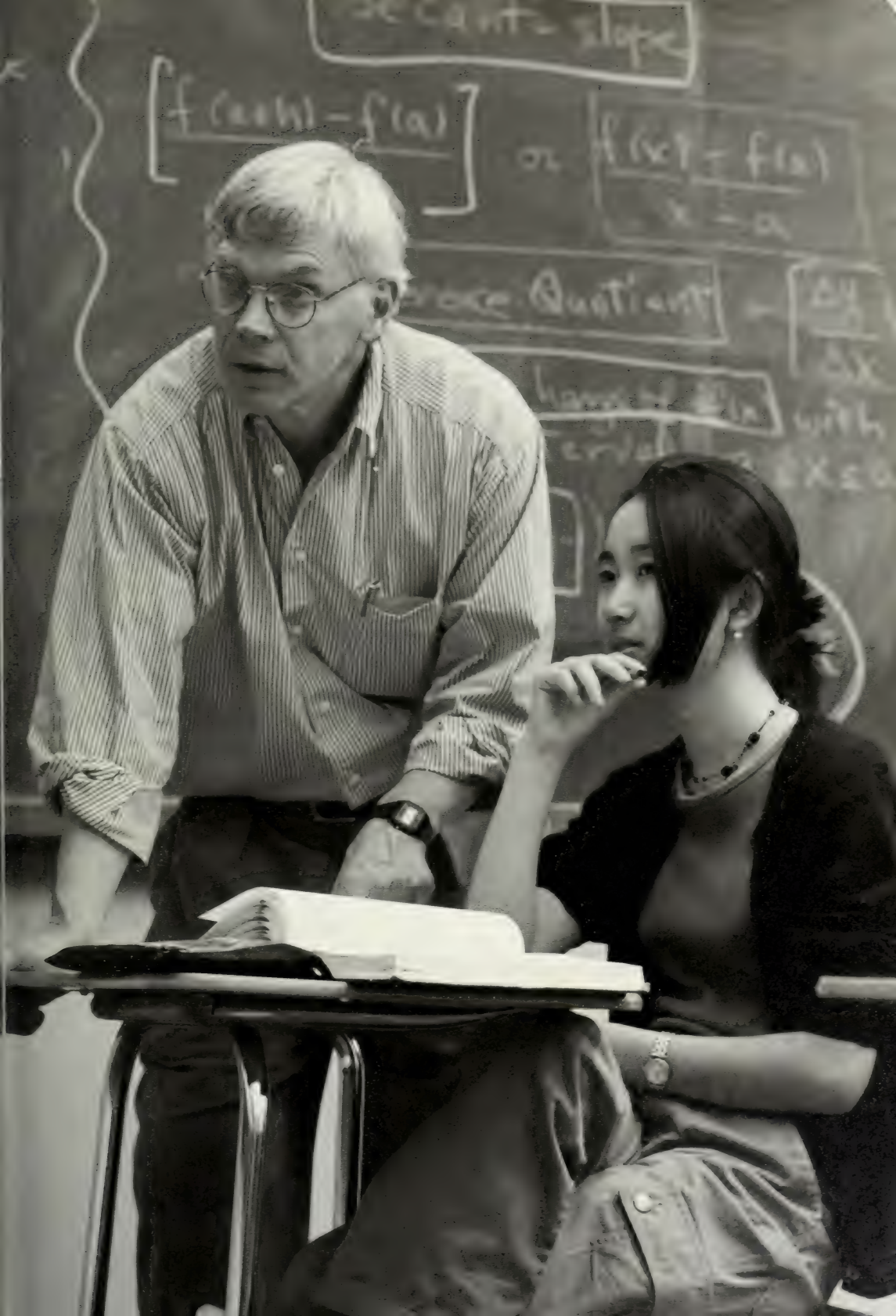


On June 13, **1905**, the trustees hold the first prom for the girls of Abbot Academy in the newly built Davis Hall.

In **1908** Phillips Academy purchases the land and buildings of the Andover Theological Seminary, thereby greatly increasing the academy's resources and making new development possible. The seminary moves to Harvard

University and subsequently on to Newton, Massachusetts, to become the Andover-Newton Theological Seminary.

Negley Farson, a member of the graduating class of **1910**, describes Phillips Academy this way: "Andover was one of the purest, least self-conscious, utterly unpretentious democracies I have lived in anywhere on earth."





Initial placement in math, science and foreign language varies according to the level of accomplishment each new student exhibits upon arrival. Flexibility in course offerings permits those with particular ability in these areas to move forward at a pace that makes the best educational sense for them. As students progress, they are presented with increasing choice so they may fashion a largely individualized program in the senior year.

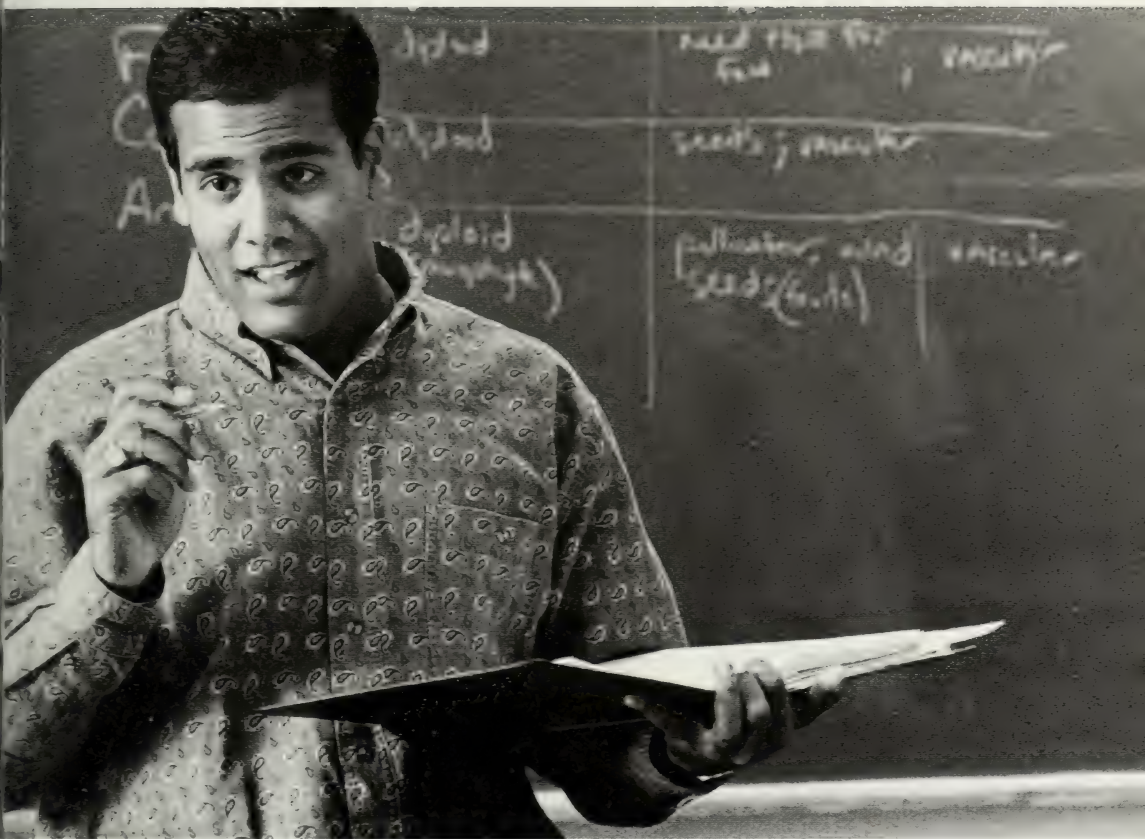


Williams Hall is acquired in 1910 as a dormitory for ninth graders.



Miss Bertha Bailey becomes Headmistress of Abbot in 1912 and is said to have ruled the girls' school "with an iron hand." It was during her

tenure that the first international students arrived at Abbot from China, Japan, Greece and Brazil.



Andover's ninth-graders (juniors) enjoy the support of an academic and residential program crafted for their class. This coordinated approach permits their teachers, house counselors and advisors to confer and plan as they address these young students' needs and encourage their growth.

In 1918 Humphrey Bogart is dismissed from Phillips Academy for "incontrollably high spirits."



Dr. Benjamin Spock, pediatrician, author and authority on child-rearing practices, graduates in the class of 1921.



The memorial Bell Tower is constructed in 1923 in memory of Phillips Academy graduates who lost their lives in World War I.







COURSE LIST

Visual Studies
 Visual Studies for Juniors
 Introductory and Advanced Ceramics
 Introductory, Intermediate and
 Advanced Photography
 Drawing and Two-Dimensional Design
 Three-Dimensional Design
 Sculpture
 Contemporary Communications
 Video and Computer Animation
 Computer Graphics
 Introductory and Continuing Painting
 Watercolor Painting
 Printmaking
 Architecture
 Filmmaking
 The Vietnam Legacy in Literature
 and Film
 Art History
 Advanced Placement in Art

Work spaces in the Elson Art Center include a fully equipped wood and metal shop, painting studios, two complete photography labs, printmaking facilities, four video-editing rooms, an architecture studio, four visual studies studios and a computer graphics studio. The ceramics studio is in nearby Bonner House.

ART

The art department courses help our students explore the relationship between seeing and thinking and challenge them to involve themselves in the creative process. The Visual Studies course is the cornerstone of the Visual Arts curriculum and teaches students that a basic visual vocabulary is necessary in order to understand the language of images. Elements such as texture, shape, line, rhythm and color are topics for discussion and the focus of some basic assignments in drawing, photography and collage. Recently, three-dimensional design, computer graphics and video projects have also been included to encourage students to consider the impact of design and to emphasize the significance and complexity of sequential and motion media imagery. The basic introduction to visual literacy will help demystify the experience of looking at images and will make available to Andover's students the vast wealth of art that transcends time and cultural boundaries. Students

who wish to pursue several terms of art can choose from a wide variety of courses taught by a faculty of 10 practicing artists. Exposure to art faculty exhibitions and works in progress, as well as access to the remarkable collection at the Addison Gallery of American Art, enhances the studio experience.



The year 1930 sees a great deal of construction: The original library is completed and named after Oliver Wendell



Holmes. Thomas Cochran founds the Addison Gallery of American Art in the hope that "if Andover students could be surrounded by beautiful things, their lives would

be immeasurably enriched." Today the gallery holds a collection by artists including Winslow Homer, Thomas Eakins, Georgia O'Keeffe, Jackson Pollock and Frank Stella (PA '54).

A fifth level of English literature instruction is added at Andover in 1932, focusing on British and American literature.

COURSE LIST

Etymology

Greek Literature

Classical Mythology

Structure of Classical Languages

Courses in Latin and Greek are listed

under Foreign Languages.

CLASSICAL STUDIES

Four full-time members of the classics department teach several elective courses in classical studies designed to provide students with a broad introduction to classical civilization through history, literature, mythology and etymology. Additionally, through the study of Greek, the department offers students a direct entry into Greek literature. The Greek alphabet is easily mastered in the first few class meetings, and students quickly discover that the poetic and expressive qualities of Greek



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language and literature stimulate the imagination and illuminate the early political and intellectual development of the Mediterranean basin. In Latin, the department employs a multicultural, intellectually diverse approach to the study of Roman language, literature and culture, relating the Roman experience to that of other cultures, modern as well as ancient, whenever possible. In so doing, the department offers students a direct entry into the traditional Latin literary curriculum while at the same time providing students with an opportunity to develop a more sophisticated historical and international perspective. Traditional language study is supplemented with readings in English that address both ancient and modern cultural concerns.



The Cochran Chapel, given by Thomas Cochran, Class of 1890, is built in 1932. A superb example of neo-

Georgian architecture, the chapel continues today to

act as a gathering place for school events and as a center for a pluralistic religious community.



In 1933 Claude Fuess becomes the 10th headmaster of Phillips and brings about curriculum revisions, emphasizing breadth and variety; four years of history are required in order to increase an awareness

of the Western world; four years of science are required; and art and music appreciation courses are added to the curriculum.



COURSE LIST

The Myth and the Journey
Writing to Read, Reading to Write
The Seasons of Literature
Shakespeare
Advanced Writing Workshops
Writing Through the Universe of Discourse
The Poet Muse: The Modernist Vision
James Joyce
Man and God
Literature of Two Faces
The Epic Poem
The Magic and the Mask
Objective and Subjective Realities
Madness and Method
The Empire Strikes Back
Voices Within the Culture
Modern Drama
Time and Place in the Southern Novel
The Modern Voice
Rosebud Searching for Identity
Shakespeare on the Page and Stage
The Short Novel
The Essential Gesture:
A Study of Resistance in Literature and Film
Satire and Comedy
Novel and Drama
Creative Writing
Literature of the Quest
Evolving Lines in Poetry
Feasts and Fools:
The Topos of the Festive Social Gathering
Studies in African Literature and Culture
Writers in Depth: Hemingway and Fitzgerald
Images of Women
Chaucer and His Age
A Hard Rain:
The Vietnam Legacy in Literature and Film
Play Writing

ENGLISH

The English department believes students should accumulate reading and writing skills that are reinforced over the years as they encounter increasingly sophisticated forms of writing in their own work and the works they read. At the heart of this endeavor is the department's conviction that expression in language is intrinsic to the development of young adults. The English department curriculum first introduces students to the joys of reading and writing, and then invites the students to refine those skills as they enhance their ability to develop a voice and enrich their appreciation of other voices.

In English 100, students experiment with forms of writing ranging from personal narratives to pragmatic arguments and initial critical analysis, mostly in the form of journal entries. The literature highlights the journey, encouraging students to explore with the characters the adventures encountered in stories real and fictional. In English 200, students study expository writing in the fall, poetry and short fiction in the winter, and a longer novel in the spring. Throughout the year, they study the relationships between form and content in both their own writing and the writing of published essayists,

In 1935 an adult education program, called the Andover Evening Study Program, is sponsored by Phillips Academy.

In 1939 music lessons for credit are first offered at PA



COURSE LIST

CHINESE

Beginning, Intermediate
and Advanced Chinese

Stories in Modern Chinese

Communications in Modern Chinese

FRENCH

Beginning and Intermediate French

Le Village Français

The Novel

Film

Journalism

Short Stories

Theatre

French Civilization

The Non-European French World

French Literature

Advanced Conversation

History of France

Advanced Placement in Language

Advanced Placement in Literature

Modern Literature

GERMAN

Beginning, Intermediate
and Advanced German

Advanced Placement Language

GREEK

Beginning, Intermediate
and Advanced Greek

Iliad and Odyssey

History, Tragedy, Lyric

poets, dramatists, novelists and short-story writers. In English 300, students study the literature of tragedy, comedy, romance and satire, and write about it in a variety of rhetorical modes; in the spring they study Shakespeare. In the Elective Program, students are invited to select from among two dozen electives each term. The students learn about the philosophical underpinnings of major works, as those works reflect elements in critical literary history.



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FOREIGN LANGUAGES

A faculty of 30 teachers in the Foreign Languages Division offers Andover students many choices. Ancient foreign languages offered are Greek and Latin, the source languages of Western thought and literature. Modern foreign languages offered are Chinese, French, German, Italian, Japanese, Russian and Spanish. Emphasis is on the spoken word, and the foreign language is the basis for all communication in the classroom. The learning of skills in the first two years leads to a third year of grammar review and topical study in literature and civilization. With this foundation, many students choose to move well beyond in more specialized areas. At all levels of study, students supplement their course



In the mid to late 1940s, war-related courses are added to the curriculum, including navigation and meteorology.

ITALIAN

Intensive Introductory Course for Seniors

JAPANESE

Beginning Japanese

Intermediate Japanese

Advanced Japanese

LATIN

Introduction to Latin

Ovid, Apuleius

Petronius, Catullus, Vergil

Comedy, Biography and Epic

Advanced Epic, Lyric and Prose

Advanced Placement in Literature

Advanced Placement in Vergil

RUSSIAN

Beginning and Intermediate Contemporary Russian

Conversation and Composition

Composition and Russian Classical Literature

The Russian People: Their Heritage and Literature

SPANISH

Beginning and Intermediate Spanish

Intensive Language Practice

Readings in Spanish

Conversation and Composition

Current Events; Video

Contemporary Spanish
and Spanish-American Literature

Introduction to Spanish Literature

Advanced Placement in Literature

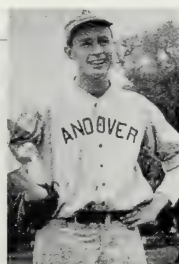
Advanced Placement in Language

Major Works in Spanish
and Spanish-American Literature

work with videotapes, audio tapes and computers in the Language Learning Center and with such activities as foreign language theatrical performances, radio shows broadcast in foreign languages, cultural festivals, language tables in the dining room, visits by performing groups and trips to special events in Boston and at nearby schools and universities.

Students are urged to consider opportunities, sponsored by Andover or by other schools, to live and study abroad, which are described on page 74. Those interested in pursuing two languages should consult with the Foreign Language Division Head.

In upper-level courses, students can prepare for Advanced Placement examinations in language and literature and can qualify to take advanced courses when they enroll in college. Superior students may carry out independent projects under careful guidance, or they may enroll in a post-Advanced Placement course. An intensive introductory course in Italian is offered for seniors. All other languages offer introductory and intermediate courses, with opportunities for acceleration.



Future President George Bush graduates from Phillips Academy in 1942. The captain of the varsity baseball team, Bush is voted in the yearbook as a "best all-around fellow" and is called "Poppy" by his classmates.

COURSE LIST

The Human Experience

United States History

Elective Courses

The Early Modern World

The World in the Nineteenth Century

The World in the Twentieth Century

Modern European History

Introduction to Economics

Urban Studies Institute

Comparative Government

International Relations

Asia: China, Japan and India

Africa and the World

The Middle East

Latin American Studies

Issues in Economics

Economics II

American Race Relations

Masculine/Feminine/Human:

Issues in Gender Relations

Nuclear Power and Weapons:

Proliferation and Response

Victorian England

The Courts and Individual Liberty
and Equality Under Law

HISTORY AND SOCIAL SCIENCE

Courses in history in the junior and lower years emphasize major themes in world history and teach skills and concepts essential to the study of history and social science, thus preparing students for more advanced courses in the field.

In the upper year, most students study U.S. history. Seniors may choose from a variety of area histories: Asia, Africa, Middle East, Latin America; or from social science courses: Introduction to Economics, Comparative Government, or International Relations. A yearlong survey of modern European history is also available to seniors, uppers and exceptional lowers. Seniors may take advanced courses in economics, American Race Relations, Issues in Gender Relations, Nuclear Power and Weapons, and Courts and the Constitution.

In the required U.S. history course and in most of the senior electives, students write extensive essays, including research papers, using government documents, newspapers, letters, diaries and interviews, the raw materials of history. Two programs are of special interest: Qualified seniors and uppers may spend the spring term in Washington, D.C., working as interns in a congressional office, or may join the Urban Studies Institute, which involves both course work and work in the city of Lawrence,

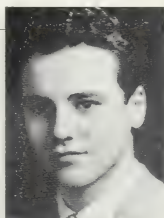


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Mass. In these special programs and in the classroom, students receive instruction as well as guidance from the department's faculty of 20 instructors.



The Andover Summer Session is inaugurated in 1942, under the direction of Wilbur J. Bender, with the participation of 197 boys.



Jack Lemmon, future film actor and Academy Award winner, graduates from Phillips in 1943.

In 1944, Marguerite Hearsey, a scholar with an M.A. from Radcliffe and a Ph.D. from Yale, becomes the 14th principal of Abbot Academy. Miss Hearsey asserts that students should "work for mastery of subject, not grades."



"Earlier in the year, the Gospel Choir was to sing at an all-school meeting at 9:45 a.m. By 10:10, our pianist still hadn't shown up. Literally hundreds of students and faculty members were in their seats, waiting, and the entire choir was on stage, but no music. So I asked Charlene Sadberry if she'd mind singing. She was a little nervous, but she said OK. She sang 'Amazing Grace,' and it WAS amazing. She has a really strong, full voice, even though she's only in 10th grade. The song




In 1945 the "Direct Method" of language instruction is introduced with hopes to produce linguists and not grammarians.



In October 1948, Lieutenant-Colonel John Mason Kemper is inaugurated as the 11th

headmaster of Phillips Academy. Fourteen years later in October 1962, *Time* magazine puts Headmaster Kemper on its cover. "Kemper's gifts for hard analysis and easy leadership galvanized Andover," the article says.

 The total cost per student to attend Phillips Academy in 1949 is about \$2,100.



is often sung with musical accompaniment and musical interludes, but Charlene sang it a cappella and she drew everyone, and she held everyone, even during the silences."

—Becky Sykes, Assistant Head of School

"How did I feel when I sang? It was a little last minute, I'll tell you that. But how did I feel? I felt honored to represent the choir."

—Charlene Sadberry '99, Houston, Tex.



The 1950 senior class
sends 64 students to
Harvard and 46 to
Yale.



Frank Stella, now a
famous abstract
artist, graduates in the
class of 1954.



"Tad Warshall is one of the top students in the country now in mathematics. When he was in ninth grade, he used to get to his Math 31 class early in order to study what had been left on the blackboard—in other words, what hadn't yet been erased—from the previous class, a calculus class. How about that? He taught himself logarithms by looking at leftovers."

—Donald Barry, Instructor in Mathematics

In 1954 the first African-American woman, Beth Chandler Warren, matriculates at Abbot Academy.

НОВЫЙ ГОД

In 1955 the Russian language is first taught at Phillips Academy.



In 1955 the first full-time male teacher is hired at Abbot Academy, and Mary Crane, a widow with four small children, is appointed as the head of Abbot.

In response to a national teacher shortage, the Andover Teaching Fellow Program is inaugurated in 1955 to recruit and train young men for the teaching profession.



"After being at Phillips Academy for four years I have formed what I fondly call a 'safety net' of people I turn to in times of need. Among that group of trusted faculty members is Alice Purington, who served as my day student advisor. In reality, though, she served as much more than just that. She quickly became a friend."

—Gina Finocchiaro '97, Methuen, Mass.



Abbot Academy beanies
with symbols of gargoyles
and griffins. Circa 30s-50s.





COURSE LIST

Elementary Algebra
Algebra Review
Geometry
Algebra Consolidation
Geometry and Precalculus
Intermediate Algebra
Precalculus
Elementary Functions
Precalculus-Trigonometry
Probability
Data Analysis
Discrete Mathematics
Analytic Geometry
Advanced Mathematics
Calculus
Advanced Placement Calculus
Advanced Placement Statistics
Honors Mathematics Seminar
Linear Algebra
Calculus of Vector Functions
Computer Programming:
Beginning, Intermediate and Advanced
Independent Projects

MATHEMATICS

The 26 members of the mathematics department teach a curriculum built around a core sequence of elementary algebra, geometry, intermediate algebra, and precalculus. The department also offers many elective courses, including elementary and advanced calculus, analytic geometry, infinite series, probability, statistics, computer science, linear algebra, and vector analysis. More than one third of all mathematics is taken electively, much of it in preparation for the Advanced Placement examinations in calculus and statistics.

The department is located in Morse Hall, equipped with computers, graphing calculators and overhead projection systems. Computer courses include introduction to computers and preparation for the Advanced Placement tests in Computer Science. Computer languages include C++ and Pascal.

At Andover, the community of students who like math is sizable. Some did advanced mathematics when they were quite young; many join the student math club and the math team, which has ranked number one in New England in several math competitions.

These students share their curiosity and knowledge with their peers and with a faculty of dedicated mathematicians who have written math textbooks and who have been at the forefront, for a decade, of curricular movements in the field.

Students who have difficulty with math are invited to evening math study halls for extra help.



With the realization in 1955 that some material being taught at Phillips is repeated when students enter college, Advanced Placement credit begins at Phillips with a chemistry course and a fifth-level French class.



The science curriculum at Abbot is revised in 1956.

In the late 1950s the decision is made to admit the best 250 candidates, regardless of their ability to pay the tuition. Phillips Academy's enrollment increases to over 800 students.

COURSE LIST

The Nature of Music
Survey of World Art Music
Jazz
Survey of World Popular Music
Electronic Music
Advanced Electronic Music
Words and Music
Survey of Western Music History
Theory and Composition I; II; III
Chamber Music Seminar
African Drumming Ensemble
Fidelio Society
Band
Chorus
Chamber Orchestra
Private Instrument and Vocal Lessons

MUSIC

The music department faculty consists of 10 resident teacher-performers, 27 adjunct instrumental teachers and one full-time librarian. All of the faculty are active performers in the Boston area, and most of them have graduate degrees in music. Instrumental lessons are available on all band and orchestral instruments and on the piano (classical and jazz), organ, harpsichord, harp, guitar (classical, folk, rock and jazz), African drums and voice.

Andover offers courses in all areas of music study and for all levels of student, and sponsors more than 80 student and student-faculty concerts on the campus each year. The music building, the beautifully renovated Graves Hall, has three large classrooms, two large rehearsal/concert rooms, a music library (recordings, computer lab and scores), an electronic music studio and 19 practice rooms. Many of the concerts that involve large performing groups take place in the Cochran Chapel. The

basement of Cochran Chapel houses a fully equipped rehearsal room and a library of choral music, and upstairs is one of the department's treasures, a 30-stop, double manual, tracker-action organ.



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Students of all levels can participate and perform in Andover's many musical groups. There are four orchestras: the Academy Symphony Orchestra (100 members), the Chamber Orchestra (33), Amadeus (23) and the Corelli Society (15). The choral program is comprised of the Chorus (90), the Cantata Choir (80), Fidelio (a 15-member madrigal group), the Chapel Quartet and the Gospel Choir. There is also a handbell choir that rehearses weekly in the chapel. Wind players have multiple opportunities: the Concert Band (80), the Jazz Band (25) and smaller wind and brass ensembles.

Bartlett Giamatti, later to become 19th president of Yale University and baseball commissioner, graduates from the academy in 1956.

From 1959 to 1961, Andover raises \$6,750,000 for new campus facilities.



The first Abbot Academy newspaper, the *Cynosure*, is published in 1960.



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COURSE LIST

The Biblical World View
Introduction to Ethics
Religious Discoverers
Asian Religions
Religions of the Book:
Judaism, Christianity and Islam
The New Testament Perspective
Proof and Persuasion
Views of Human Nature
Law and Morality
Nonviolence in Theory and Practice
In Search of Meaning
Bioethics: Medicine
Bioethics: The Environment
Existentialism
In Search of Justice
Great Philosophers
Advanced Studies in Religion

PHILOSOPHY AND RELIGIOUS STUDIES

The Department of Philosophy and Religious Studies seeks to initiate students into three fundamental and related human quests: the search for meaning, the search for justice and the search for the foundations of knowledge. The department's courses provide an introduction to outstanding literature in each field of study and to the skills necessary for critical appreciation of that literature. The department faculty, who believe that the distinctiveness, power, and universal features of a tradition can often be disclosed by a comparative focus, seek to help students become aware of the many voices that together inform religious and philosophical traditions. The department faculty also encourage students to engage actively in reflection on the personal significance of the questions they have chosen to explore. Thus, active class participation is an essential part of this process and of a student's grade.



In 1961 the Asian Studies program begins.



In 1964 the Andover Summer Session becomes co-ed.



In 1964-1965 the Search and Rescue program is introduced, an outdoor activity course involving kayaking,

mountain-hiking, climbing, rafting and first-aid skills. This innovative program becomes the foundation for Outward Bound.

COURSE LIST

Introductory Psychology

Developmental Psychology

PSYCHOLOGY

The psychology department faculty consists of three doctoral-level, licensed psychologists who both teach and provide psychological counseling services. Two courses for uppers and seniors examine fundamental concepts

in the field with particular emphasis on helping the student explore the relationship between psychological knowledge and personal growth in the context of a diverse social environment. The Introductory Psychology course acquaints the student with the complexity and diversity of psychological inquiry and includes as topics personality theories, research methodologies, human development, social behavior and psychopathology. The Developmental Psychology course examines human growth and development from infancy through adulthood. Different theoretical perspectives of psychological development are examined as they relate to developmental milestones. Class work includes lectures, discussion and reading, as well as direct observation of children.



facing attitude toward society, and a more nurturing approach to students." The report also led to the establishment of Andover's cluster system.

In 1966, Andover's first Faculty Steering Committee issued its visionary report on the educational program, recommending "a broader elective program, an outward

WPAA, Phillips Academy's student-run FM radio station, goes on air in 1966.



SCIENCE DIVISION

The science program at Andover is designed to expose students to the range of science that will enable them to be responsible, informed citizens and to continue to study the areas of science that interest them. Ideally, their curiosity will be piqued, and they will become confident, active questioners, problem-solvers and experimenters in the laboratory, in the classroom and as independent learners. The requirement of two yearlong courses (including laboratory work) and the guideline of an additional three terms provide extended experience with two sciences and a chance to study a favorite discipline in more depth, as well as to have some experience with both the biological and the physical sciences.

COURSE LIST

Introduction to Biology
College Biology
Ecology
Animal Behavior
Microbiology
Evolution and Ecology
Advanced Placement Biology
Molecular Biology
Human Physiology
Biology-Chemistry Laboratory

BIOLOGY

Introductory courses give students a general background and an understanding of some of the current trends in biology. During the spring term, students design and carry out independent, controlled experiments which they present in seminars and short scientific papers.

The intermediate courses provide an exposure to biology for students who prefer chemistry and physics (since the science requirement specifies some work in both the biological and the physical sciences) and offer topic-centered work in biology for students who have enjoyed the introductory courses.

The term-contained advanced courses permit students, after they review and build on material introduced earlier, to study some topics in considerably more depth than is usual in a typical Advanced Placement course. The laboratory and field work in these courses give students experience with the techniques of chromatography, electrophoresis, spectrophotometry, statistical analysis, dissection and



WASHINGTON INTERNSHIP PROGRAM

The Washington Internship
program begins for
Andover students in

conjunction with Exeter
in 1969.

$$e^{\pi i} + 1 = 0$$

In 1969 Math 55 is
offered, covering
topics and their application
in linear algebra,
multivariable calculus and
probability.



genetic engineering, as well as qualitative and quantitative field analyses. Computer simulations are also used.

Students who love working in the laboratory and have completed a year of biology and chemistry are invited to join the laboratory research course, where they learn state-of-the-art genetic engineering techniques and apply them to independent research projects. This course provides a unique opportunity for advanced biology and chemistry students to work in close collaboration with a faculty mentor and a few like-minded fellow students in an informal laboratory setting. Some students use the course as a springboard to further summer research work or to see whether they might want eventually to do scientific research as a career.



Bird-watching trips are sponsored occasionally by the Natural History Club. In the basement of Evans Hall is a superb stuffed bird collection on loan from Harvard University, and an extensive shell collection is exhibited in various parts of the building. The greenhouse is available for student research projects in the spring.

The interdisciplinary course "Man and Society" is introduced in 1970, focusing on revolutionary Mexico and urban America, coupled with an off-campus experience.



Term-contained elective courses are introduced in 1971.



In 1971 a main frame computer is installed in Morse Hall to begin computer education at Andover.

CHEMISTRY

COURSE LIST

Introduction to Chemistry

College Chemistry

Chemistry of the Environment

Chemistry of Nutrition

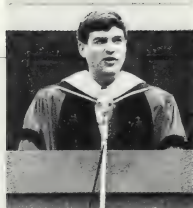
Organic Chemistry

Advanced Placement Chemistry

Biology-Chemistry Laboratory

The central course in the chemistry department is introductory inorganic chemistry, which includes the study of atomic structure, stoichiometry, bonding, gases, solids, solutions, thermochemistry and thermodynamics, kinetics, equilibrium, acid-based reactions, electrochemistry, nuclear chemistry and organic chemistry. Interactive lectures, chemical demonstrations and group work are used in class to show how these seemingly abstract topics are an integral part of everyone's world. The use of computer

graphing and graphing calculators has added depth and sophistication to this endeavor. Lab work that is largely quantitative and closely related to theory is an important part of the way in which students explore chemistry and accounts for about a quarter of the work in the course. Students work alone and also in groups and use the labs to test and explore the reality of text assertions. Tools available to them include top-loading balances, correct to a hundredth of a gram, analytical balances, correct to a tenth of a milligram, spectrophotometers, pH meters and voltmeters. All laboratories are equipped with ample ventilating hoods.



In March 1972, Theodore R. Sizer, former dean of Harvard Graduate School of Education, is named the 12th headmaster of Phillips Academy. In *Speculations on Andover* he says:

"Andover ought to stand for the ideal of a heterogeneous school. It ought to demonstrate the special power of such for learning. Accordingly, Andover

should vigorously recruit an international student body, boys and girls of social, racial, national and religious diversity."

COURSE LIST

Introduction to Physics

College Physics

Classical Mechanics

Cosmology

Physical Geology

Observational Astronomy

Electronics

Geology of the Solar System

Advanced Placement Physics

Relativity and Quantum Mechanics

Physics Seminar

PHYSICS AND ASTROPHYSICS

The physics department offers several introductory courses at various levels of difficulty. Some representative topics are mechanics, waves, heat, electromagnetism, light and modern physics. The physics department operates the Thornton Observatory, which houses a research-grade, 16-inch reflector, a 6-inch Brashear refractor and six other portable telescopes. These instruments are used in astronomy courses and in project work. Recent projects have included solar, lunar and planetary study, astrophotography, computer simulations and orbit analysis. The department is well-equipped with laboratory and demonstration equipment such as an air track to eliminate friction,

photogates for precise timing, cathode ray oscilloscopes for a multitude of uses, a seismograph, and computers for rapid data analysis, word processing or programming. The Duke Microcomputer Laboratory is housed in the physics wing of the science building and is networked to the resources of the Computer Center.



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Past student independent projects in science have included laser transmission of information, holograms, construction of an electronic calculator and construction of a 27-foot, remote-controlled helium blimp.



In 1973

Andover merges with neighboring girls' school, Abbot Academy, under the direction of headmaster Sizer and Donald Gordon, headmaster of Abbot.

COURSE LIST

Introduction to Acting
Public Speaking
Lighting
Costuming and Makeup
Scene Design
Theatre Theory and History
Introduction to Directing
Advanced Acting and
Directing Workshop
Play Production
Technical Production
Shakespeare Workshop
Dance Production

THEATRE AND DANCE

The Department of Theatre and Dance offers students academic courses in all aspects of theatre and dance, practical exploration in both disciplines and the opportunity to present their work before an audience.

In dance, students may study ballet or modern dance as an academic course or as an afternoon sport. Classes and dance recitals are held in a studio with a sprung floor; additionally, dance performances are scheduled throughout the year in the school's three theatres.

In theatre, students may study acting and directing; design and construction in scenery, lighting or costumes; and theatrical theory and history. Also, hands-on instruction is constantly available in all aspects of performance and production. Classes and performances are held in a state-of-the-art complex that includes a workshop theatre that seats 80; a "black box" theatre which, with 150 movable seats and a computerized light and sound system, is often used for student-directed performances; and a highly sophisticated, 400-seat flexible courtyard theatre that can be configured into proscenium, three-quarter or arena-style seating. This major theatre boasts a computerized expressions light board and a digital sound system of recording-studio quality, and is often used for faculty-directed productions.

In a typical school year, 30-40 productions are mounted by students working for academic credit under the direction of theatre and dance department faculty, or by students in extracurricular organizations. Additionally, professional guest artists in both theatre and dance come to Andover as often as possible to work shoulder-to-shoulder with students in classes and performances. In 1997, for example, Andover students joined Emmy award-winning actress Dana Delany (PA '74), for six days of workshops on acting for the camera. Delany also attended rehearsals and performances of student productions and acted as a chaperone for the senior prom.

In 1973, a student penned this verse and posted it on a door on the day of the SATs:

I think that I shall never see
A waste quite like an SAT.
An SAT is just a test
to find which people guess the best.
With paragraphs of boring lore
penned before the Civil War.
I think erosion is to rocks...
and blackened in the proper box.
For un-computer types like me
such nonsense is an SAT.
Poems are changed by fools like me
but God would blow his SAT.



Dana Delany, future Emmy Award-winning actress of ABC's *China Beach*, graduates in the first co-ed class of 1974.



ADVISING AND SUPPORT SYSTEMS

At the heart of the Phillips Academy experience are student-faculty relationships. Many of these relationships develop organically through day-to-day engagement in every venue of the campus with the shared enterprise of learning. Others are more structured to ensure that each developing adolescent is constantly offered the gifts of sustained adult attention and support. (1996 Steering Committee Report II)

For boarding students, the primary adult contact is a house counselor whose apartment is in the dormitory and with whom the student often forms a close personal relationship. In addition, every Andover student has an individual advisor who helps design the student's course of study and extracurricular program and follows up with biweekly meetings. Together, the house counselor and advisor work to ensure that each student is challenged but also thriving, fully involved but not overwhelmed.

For ninth-grade boarding students, advisors are assigned by dormitory. When the ninth-graders move to upper class dorms, they are assigned a permanent advisor. For ninth-grade day students and for all students who enter in grades 10-12, a permanent advisor is assigned. The permanent advisor and student are paired until graduation, so their relationship grows as the years go by.

Additionally, every student has five or six classroom teachers, a cluster dean and a coach or special activities supervisor (plus a college counselor for seniors) each term. These adults provide a network of support for every student at Andover. House counselors, day student advisors and classroom teachers write to parents at the end of the fall and spring trimesters, and all Andover faculty members encourage parents to call them with questions or turn to them for information about their sons' and daughters' progress.

EXTRA HELP

Classroom teachers are available for extra-help sessions during the morning conference period and at other times as well. The Graham House Counseling Center also offers student tutorial services, study counseling, study skills courses, peer counseling and psychological counseling. The Writing Center offers student writers one-on-one editorial conferences with peer counselors and faculty every Monday, Wednesday and Friday in its computer-equipped

The Phillips Academy Cantata Choir and Chamber Orchestra come into existence under the direction and guidance of

William Thomas, and have been performing on tour every spring since 1977. Some of the tour destinations include Belgium, France, Italy, Scotland, Spain, England and many cities in the United States.

In 1978 Phillips Academy celebrates its 200th birthday with celebrations and festivities.



Donald McNemar is named the 13th headmaster of Phillips Academy in 1981.

setting. For students having particular struggles with math, a math teacher is available three nights a week at math study hall. And faculty members from the Science Division are available in Evans Hall for special science study hours on Tuesday nights.

COLLEGE COUNSELING

The College Counseling Office carefully guides uppers and seniors through the process of applying for admission to college. Counseling begins in the winter of the upper year with a series of meetings to outline the 18-month cycle and to explain and demystify the college admission process. Each student is assigned to one of the five college counselors; the student and counselor meet first to review academic, personal and extracurricular histories and then to establish tailor-made criteria for the development of an initial college list. Individual and group meetings continue in the fall and winter of senior year, focusing on the refinement of the list and the details of the applications themselves. Parents, who are enlisted from the outset as partners in the process, receive periodic newsletters from the College Counseling Office, and are encouraged to communicate their ideas and concerns to the staff, who are well versed in the exhilaration and the struggles involved in the college application process. The Andover experience is valued by college admissions committees at selective schools, and many students enroll in highly competitive colleges and universities. The College Counseling Office's goal is to help Andover students take charge of this important rite of passage and to provide them with the tools, the power and the information they will need to make wise choices as they plan for their futures.

The College Counseling Office maintains a library of college catalogs, financial aid information and testing materials. The office hosts several hundred college admission representatives annually, presents workshops and seminars on various aspects of the college admissions process, such as interviewing and essay writing, and advises students about the college admissions testing programs.

A list of college matriculations for the 1998 graduating class appears on page 153.



In **1981** the Community Service Program is developed, serving three local agencies. Today, students can participate in volunteer projects at over 25 local organizations.



The tuition for boarders in **1982** is \$7,200.



In **1986**, headmaster McNemar and the chief of foreign relations for the Soviet Ministry of Education sign an exchange program with the Novosibirsk Physics-Math School in

Siberia. The program, the first of its kind for high school students anywhere in the United States, begins the following fall. Later in the decade, Nobel Laureate and peace activist Andrei Sakharov (above left) visits the academy.



OFF-CAMPUS PROGRAMS

Several outstanding off-campus programs are available to Andover's students. Phillips Academy tuition, fees and financial aid, however, do not cover the cost of these programs.

SCHOOL YEAR ABROAD

School Year Abroad, an independent program co-sponsored by Andover, Phillips Exeter Academy, St. Paul's School and 20 other independent schools, offers to qualified uppers

and seniors a full academic year of living and studying in China, France or Spain.

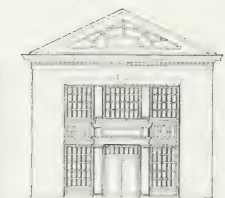
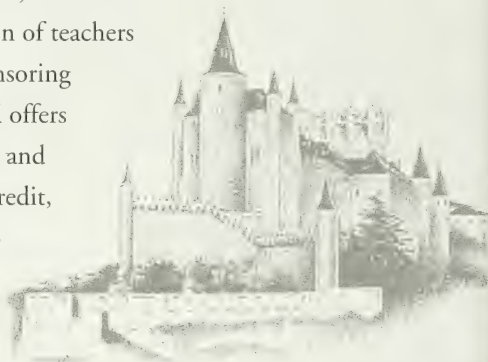
While abroad, students live with host families, participate in the activities of local athletic and social clubs and pursue a course of study (both in English and in Spanish, French or Chinese) under the supervision of teachers from Andover and other sponsoring schools. School Year Abroad offers travel and all college testing and provides full academic credit, permitting students to graduate from

Phillips Academy with their own class. Andover students who wish to

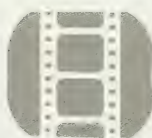
participate must consult with their advisor or the dean of studies. Financial aid is available. For more information, please call (978) 725-6828.



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A 30,00-square-foot addition is added to the library in **1988**. The library currently holds over 100,000 volumes of books.



1991 sees the beginning of the \$5.3 million renovation of the art building. Now known as the Elson

Art Center, the complex is home to Kemper Auditorium; studios for painting, drawing, sculpture, photography and other art classes; the Polk-Lillard Center for Video and Electronic Imaging; the updated Audio



Visual Center with two fully-equipped multimedia classrooms; and display areas for student work.

TRIMESTER PROGRAMS IN FOREIGN COUNTRIES

Andover offers small numbers of qualified students trimester programs in several foreign countries. It is possible for advanced-language students to attend a local school in the following cities: fall term, Novosibirsk, Russia; winter term, Göttingen, Germany; Madrid, Spain; Abidjan, Côte d'Ivoire; Antibes, France; spring term, Bologna, Italy; summer, Harbin Institute of Technology, Harbin, China; University of Salamanca, Salamanca, Spain; Toin Exchange Program, Yokohama, Japan. Each program has its special characteristics. For more information, consult the Division of Foreign Languages at (978) 749-4200.



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TRIMESTER PROGRAMS IN THE UNITED STATES

The **Washington Intern Program**, sponsored by Andover and Exeter, allows a group of uppers and seniors to spend the spring term in Washington, D.C., working in the offices of U.S. senators and representatives.



The **Mountain School Program** of Milton Academy, a semester-long program for uppers, offers students the opportunity to enjoy a different living and learning experience on a 300-acre farm in Vermont.

The **Maine Coast Semester** is a similar, semester-long program offered fall term in Wiscasset, on the coast of Maine. Students continue their academic courses in addition to activities that emphasize practical skills and crafts.



The William W. Rosenau Fitness Center opens in 1992.

The "Life Issues" course is added to the curriculum for lowers, and the science and arts diploma requirements are increased in 1993.



In 1994, Barbara Landis Chase becomes the the 14th head of school, the first woman to hold the position.

"Our students will need courage and compassion, a sense of balance and of humor, a commitment to work and to their families, a sure sense of themselves and a deep commitment to the community. They will need knowledge and goodness."

—Barbara Landis Chase
Investiture Address

SUMMER PROGRAMS

THE PHILLIPS ACADEMY SUMMER SESSION

The Phillips Academy Summer Session offers its students intensive academic and personal growth in a pre-college setting. It provides demanding classes, invigorating afternoon activities, engaging trips to colleges and cultural activities, and comfortable dormitories that prepare students for collegiate residential life. More than 60 courses are offered in literature and writing, languages, mathematics, the sciences, OCEANS (marine biology at sea), philosophy, the social sciences, and speech and debate. In addition, opportunities to pursue art courses, music lessons and drama are also available, as is an extensive English as a Second Language Program. The average class size is 14. Applicants must be graduates of the 8th, 9th, 10th or 11th grades, with a strong school record and a serious desire to spend the summer in challenging, disciplined study. Financial aid is available. Please call or write:

The Phillips Academy Summer Session

Phillips Academy

Andover, MA 01810-4161

Telephone: (978) 749-4400

e-mail: summersession@andover.edu

"It was like something out of *Moby Dick* or *Voyage of the Beagle*. Andover's research schooner *Sarah Abbot* was ghosting through the fog on Stellwagen Bank 18 miles northeast of Provincetown when the ship's dog woke from her nap, sniffed the air, and began pacing the deck. Suddenly, we heard a great gasp of air. The dog squealed and pointed her head to the port. Almost instantly, the grey back of a 45-foot humpback whale rose out of the water alongside the schooner as the whale blew and coated the crew in a cloud of mist. Then the humpback rolled on its side, and for three minutes biology students and the whale looked at each other eye-to-eye . . . taking the measure of each other with eyes, ears, minds and hearts."

—Randy Pepper, *Instructor in English*
Instructor, OCEANS summer program

新 春

School Year Abroad, long established in France and Spain, opens a similar program in Beijing, China, in 1994. The program was founded by Andover, Exeter and St. Paul's School.

The following summer program is not available to Andover students but may be of interest to applicants:

(MS)²: MATH AND SCIENCE FOR MINORITY STUDENTS

The (MS)² program—Math and Science for Minority Students—offers mathematics and science instruction during the summer to African-American, Hispanic/Latino and Native-American students who attend public schools in selected urban centers and Native American communities. Ninth-grade boys and girls are selected on the basis of their superior ability and strong interest in mathematics and science, as well as financial need. The goal of the (MS)² program is to prepare minority students to compete successfully for admission to selective colleges and for careers in science, engineering and medicine. Students currently enrolled in Phillips Academy's regular session are ineligible to attend (MS)². Please call or write:



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(MS)²

(MS)² Program, Phillips Academy
Andover, MA 01810-4161
Telephone: (978) 749-4402
e-mail: MS2@andover.edu



McKean Hall on the Abbot campus was renovated in 1989. Restoration of the remaining two buildings on the Circle, Draper and Abbot halls, began in 1995,

creating the following spaces: the new Brace Center for Gender Studies, 12 faculty residences, office space for outreach program and administrative departments, and an apartment for the visiting artist in residence.



In 1996 the town of Andover celebrates its 350th birthday.

In September 1996, Andover's second Faculty Steering Committee, appointed by head of school Chase, issues its report for the school's educational vision for the 21st century.



ANDOVER STUDENTS' TOP 10 DORM DECORATIONS

1. TAPESTRIES
2. POSTERS OF BANDS
3. MAGAZINE CUT-OUTS
4. PLANTS
5. PHOTOGRAPHS
6. GLO-IN-THE-DARK STARS
7. COLLAGES
8. DRIED FLOWERS
9. CRATES FOR BOOKSHELVES
10. LAUNDRY



The Brace Center for Gender Studies is opened in **1996** in historic Abbot Hall as a place to study and understand gender issues within the framework of a coeducational institution.

The Board of Trustees in October 1996 approves a strategic plan for the school. One of the plan's goals is to reduce the student body from nearly 1,200 to 1,025 over four years.



ANDOVER STUDENTS' TOP 10 READING SELECTIONS

1. *HAMLET*
2. *THE ODYSSEY*
3. *HUCKLEBERRY FINN*
4. *A SEPARATE PEACE*
5. *THE PHILLIPIAN*
6. *SEVENTEEN MAGAZINE*
7. *THEIR EYES WERE WATCHING GOD*
8. *THE NEW YORK TIMES*
9. *THE CATCHER IN THE RYE*
10. *A RAISIN IN THE SUN*



1996 The Language Learning Center is created for students studying foreign languages. It is the first all-digital language lab facility in the coun-

try offering access to real-time video and audio files as well as data over the network.



The student literary magazine, *The Courant*, is voted a first prize by the American Press Scholastic Association in **1996**. *Backtracks*, the general interest non-fiction student magazine, wins a second prize in the same competition.



"When I came to Andover, I brought with me a footrest that was hand-made in Nigeria. My father brought it to America when he came 30 years ago. As there are many Nigerian paintings, masks and sculptures in our house, the footrest reminds me of home. I think it is important to bring a piece of home with you when you come."

—Kanu Okike '97, Boylston, Mass.

In 1997 the average is approximately one teaching faculty member for every seven students.

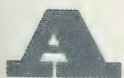


The rededication of the Abbot Circle takes place on May 3, 1997, marking the beginning of a new era in the history of that physical space.



"My first couple of weeks at Andover were somewhat hard in terms of work. Because I was getting adjusted to the new life here, I had to wake up early (around 6:00 a.m.) to finish my work. Part of the problem is that I tend to procrastinate and part of it was that I just had trouble getting to all the work. Luckily, my house counselors were there for me, and with their help I climbed out of this small rut. My house counselors give me lots of academic and personal support."

—Tyler Grace '00, South Hamilton, Mass.



In May 1997, the Andover baseball team is invited to play against Exeter on historic Doubleday Field in Cooperstown, N.Y.

In fall 1997, a new advising system is implemented, fulfilling the first of the Steering Committee Report's recommendations.

END OF
HISTORIC
TIMELINE

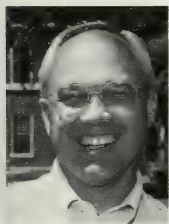
**BEAT
EXETER**



PART FOUR: STUDENT LIFE



INTRODUCTION



What makes Andover such a terrific place? The answer could be the campus, the faculty or the academic program, but, from my point of view, the best answer is the students. Its founders' goal that the academy attract "Youth from every quarter" makes Andover different from other boarding schools and a richer experience for all.

Students at Andover come from Brooklyn and from Beijing. Some are conservative, while others are liberal. Muslims, Christians, Jews and a variety of other religions and cultures are represented. We have students with special talents in areas ranging from math to theatre and from sports to music; some have talent in all areas. Our multifaceted community means Andover students can always find someone who shares their interests, appreciates their talents and can give them useful advice when they need it.

The school's cluster system, combined with our academic and psychological counseling services, our Office of Community and Multicultural Development, our chaplains and our health center enable Andover to offer unmatched opportunities for support and guidance. These resources permit the academy not only to react to student initiatives and needs, but also to offer a rich residential curriculum of programs dealing with such issues as interpersonal relationships, drug and alcohol use, human sexuality, and racism. We also take great care to maintain a low student-faculty ratio in the dormitories, so house counselors and complementary house counselors can oversee their young charges carefully and work efficiently with each student's advisor.

Going to Andover can change the way a student looks at learning and at the world. In education, growth is the name of the game, and Andover provides a fertile environment for student development.

Andover's goal is to bring to its campus talented students who can enjoy the advantages of its size, while at the same time making each individual feel adequately supported and comfortably at home.

—Steve Carter, *Dean of Students & Residential Life*



RESIDENTIAL LIFE

Andover's 1993 Long-Range Plan emphasized residential life as the school's top priority and the 1996 Steering Committee Report reinforced and strengthened that commitment. Two results of these planning initiatives are a reduction in the student-faculty ratio in dormitories, achieved through a reduction in the size of the student body, the creation of additional faculty apartments in the dorms, and an enhanced advising system. Our goal has been to enrich the interaction between house counselors and students and provide adult support for each student outside the classroom. Additionally, the academy has made a substantial commitment to the renewal of its campus facilities, spending \$8.5 million on dormitory improvements over the last few years. These changes allow for even greater contact between students and faculty and enhance the school's cluster system, the heart and soul of Andover's community life.



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The Clusters

All students at Andover—boarders and day students—are assigned to one of the school's six clusters, which function as small communities within the academy. Dormitories are assigned to clusters according to their geographic neighborhood; each cluster includes girls' and boys' dorms, about 180 day and boarding students from most classes, and 40 faculty families. Clusters create the personal atmosphere of a small school in which everyone knows everyone else and people do most or many things together.

The dean of students oversees the six clusters, each of which is supervised by a cluster dean who knows all the students in the cluster, works closely with student leaders, and is available to students and parents for information and advice. Clusters do not affect students' classes, their extracurricular activities or interscholastic sports, but student orientation, intramural sports, weekday social functions, Blue Key spirit activities and discipline are all organized by cluster.

Dormitories

Boarding students live in boys' or girls' dormitories with house counselors and their families. The dormitories vary in size, housing from four to 42 students. One faculty family is in residence in the smallest dormitories; large dormitories have as many as five faculty residences. All living arrangements encourage close relationships among students and between students and house counselors. Every boarding student has a private telephone and every day student has a voice mailbox, so they can be reached easily, and all

students have a mail box in the full-service mail room in George Washington Hall. One-third of the boarding students live in single rooms, two-thirds in double rooms. Because students benefit from knowing members of all classes, most dormitories house lowers, uppers and seniors. Juniors, the youngest students, benefit from extra supervision and guidance and so live together in dormitories with special study and lights-out policies.



RESIDENTIAL EDUCATION AND SUPPORT

Andover takes seriously its responsibility to help students maintain a healthy lifestyle and has developed several specific programs to address alcohol and drug use, human sexuality, nutrition and body image and many other issues that concern young people today. Some of the programs are required, some are voluntary; all are for day students as well as boarders.

Each fall, all new students attend four basic classes in alcohol- and drug-use prevention; all returning students choose from among 36 related workshops given by the Freedom from Chemical Dependency Foundation.

Every student also attends Martin Luther King Day seminars in January and AIDS education workshops in the spring. All lowers (10th-graders) participate in the twice-weekly, term-long Life Issues course, Living and Learning in a Multicultural Community. Topics in the course include: friendship, identity, drugs and alcohol, sexuality, gender, and racism.

Some students choose to take a Human Relationships and Sexuality seminar offered to uppers and seniors. The Brace Center for Gender Studies, the Women's Forum, and the Date Rape Prevention Team offer programs designed to educate the community on gender issues. Those wishing to explore the issues of racism can join SARC (Students Against a Racist Community). Other student-run organizations and support groups deal with such important issues as body image and the aftermath of divorce.

The residential education program is challenging and helpful to Andover's students during their years at Andover and, they say, when they leave, for other settings as well.

"Finis Origine Pendet"—The end depends on the beginning. I think of this motto when I think of our focus on the juniors. They are at the beginning of their time here, and the faculty feel so strongly that it's our responsibility to ensure that it's the best beginning it can be. By simply having junior dorms, we send a message that these students are special and have special needs. The prefects (seniors in the junior dorms) are the backbone of the program. They are selected because of their interest and expertise in working with our youngest students. They provide the role modeling which is critical to the development of good study habits, self-confidence and community spirit. The junior dorms have a unique atmosphere of support, energy and building for the future lives of our youngest students."

*—Paul Murphy, Instructor in Mathematics
Junior House Counselor*

Brave, but with effort, had the school-boy come
To the cold comfort of a stranger's home;
How like a dagger to my sinking heart
Came the dry summons, "It is time to part;
Good-by!" "Goo—ood-by! one fond maternal kiss ...
Homesick as death! Was ever pang like this? ...
Too young as yet with willing feet to stray
From the tame fireside, glad to get away, —

From *The School-Boy*
by Oliver Wendell Holmes



THE OFFICE OF COMMUNITY AND MULTICULTURAL DEVELOPMENT

In keeping with the school's

Statement of Purpose, the mission

of the Office of Community and

Multicultural Development is to

raise awareness and encourage sen-

sitivity to differences of race, ethnic-

ity, religion, gender, socioeconomic

class, geographical origin and sexual orien-

tation. The office sponsors workshops, lectures

and educational programs for the entire Phillips

Academy community. Students and faculty obtain the greatest benefit from freely

sharing their ideas and values. This open communication contributes to building a

strong community, as it allows individuals to appreciate perspectives similar to and dif-

ferent from their own. A small library and a reading area help promote exchange among

students and faculty on a range of issues related to a diverse community.

Within the office, the dean, student advisors and program coordinators are available to provide counseling and support to individual students and to student groups.

The office is also the home base for Diversity Alliance, a collective of student leaders and faculty advisors of campus cultural clubs.

ISHAM HEALTH CENTER

Phillips Academy employs a full-time physician/medical director who is Board-certified

in pediatrics and pediatric endocrinology, a licensed pediatric nurse-practitioner, and

11 registered nurses to staff Isham Health Center. The health center with 20 beds is

open 24 hours a day while school is in session. Services provided by Isham include

lab work and X-rays, nutrition counseling with a dietitian, and scheduled clinics for

orthopedics/sports medicine, dermatology and orthodontics. The Isham staff maintains

close association with approximately 60 medical and dental specialists in the Andover

and Greater Boston communities who are readily available for consultation.

Isham Health Center also welcomes requests for follow-up and continuing care from students' home physicians.

"Over and over again, I hear graduates say how much they miss the personal care and attention they received at Andover. Of course, while they were here, they felt independent.

Our approach helped them to build confidence through a sense of autonomy."

—Bobby Edwards

*Dean of Community and
Multicultural Development*

GRAHAM HOUSE COUNSELING CENTER

The Graham House Counseling Center serves the community in several ways. The staff is responsible for psychological counseling, academic counseling, study skills courses, student tutorial services, the psychology department curriculum, consultation to faculty and staff and specialized workshops on health and human issues.

THE CAMPUS MINISTRY

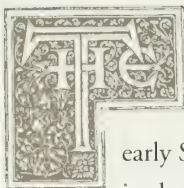
Reflective of the school's multicultural student body, the religious ministry at Phillips Academy is diverse. A priest, minister and rabbi serve the ongoing liturgical and celebrative needs of Roman Catholic, Protestant and Jewish students. The chaplains also teach, counsel and help organize a variety of community service and social action projects for the entire campus. To meet the needs of students from other spiritual traditions, opportunities are provided for reflection, meditation and fellowship in a variety of settings both on- and off-campus.

RULES AND DISCIPLINE

Andover enforces a set of rules carefully designed to protect the rights of individuals and to allow the school to achieve its ends. The rules serve to preserve order in the community so learning can take place and to teach students that individual freedom can be achieved only through proper respect for one's self and for others. All incoming students receive a copy of the school's rules published in *The Blue Book* and are responsible for knowing and complying with its contents.

When a rule infraction involves discipline rather than counseling, the discipline is handled at the cluster level. Offenses involving a student's integrity, social offenses that threaten the well-being of other individuals or the school community, or continued infractions that indicate an unwillingness to come to terms with the demands of the school all render a student liable to dismissal. Andover takes special care to address issues associated with alcohol and illegal drugs, the possession or use of which is forbidden.





DAILY LIFE

Andover operates on a trimester system. The year begins in early September and ends in mid-June, with breaks in December and in the early spring. Students normally have four or five class meetings per day. Classes are held on Monday, Tuesday, Thursday and Friday, the full class days, and on Wednesday morning and selected Saturday mornings in the fall and spring terms. Classes do not meet on Sunday.

The weekly schedule provides time for independent study, rehearsals and sports, for informal visits to the museums and for extracurricular activities.

All students participate in athletics four afternoons a week; interscholastic competitions are held on Wednesday and Saturday afternoons.

All students also spend about two hours each week in the school work program, which is designed to instill a sense of community responsibility for the daily operation of the school, to remind students of the practical elements of life beyond academia and to help the school reduce its operating costs. Students share the jobs of cleaning the dormitories' hallways and common rooms and helping in classrooms, offices and laboratories. All students take turns working in the dining hall.



HOMEWORK

Academic course work is intensive and involves about 20-25 hours outside of class preparation each week. On nights before classes, formal study hours begin at 8 p.m., at which time students must be signed in to their dormitories or an academic area on campus. By 9:45 p.m., students must be studying in their dormitories and be signed in for the night.

Despite the amount of time that must be spent on academic pursuits, most students become very involved in extracurricular activities and social events. By allowing students to make some choices about how they spend their time, Andover encourages independence and personal responsibility.

WEEKENDS



Social events during the week are limited by the demands of the academic program, but the weekend program on campus is exciting and varied. Weekend activities include: theatre and musical performances, dances, concerts, coffee houses, lectures, movies, art exhibitions, plays and informal activities. Day students may attend all of these events and are permitted, with their parents' and the house counselor's permission, to sleep over at a friend's dorm; similarly, boarders, with proper permission, may sleep over at a day student's home.

DRESS CODE



Andover does not have a formal dress code, but students are expected to be neat and clean and to dress appropriately for each occasion.

MEALS



Meals are served in Commons, a central dining hall composed of four handsome, traditional dining rooms and four modern serving areas. Several entrees, a pasta bar and salad bar, and homemade bread and soup are available daily. The cost of meals is included in the fees of both boarding and day students.

"When Commons has sliced tomatoes and mozzarella, I can imitate Mozzerelia e Pomodoro, one of my favorites."

—Wilmot Kidd '97, New York, N.Y.

"The wonderful thing about Commons' buffet style is that students can mix and match the foods provided. Be creative and Commons can seem gourmet!"

—Anne Bartlett '98, Altadena, Calif.



THE DAILY SCHEDULE

7:15 a.m.	Commons opens for breakfast
7:55 a.m.	Classes begin Weekly All-School meetings on Wednesdays
9:40 a.m.— 10:10 a.m.	Conference Period on Mondays, Tuesdays, Thursdays and Fridays; (for individual student-teacher conferences) Bi-weekly academic advising meetings
11:30 a.m.	Commons opens for lunch
3:00 p.m.— 5:00 p.m.	Athletics and Community Service
4:45 p.m. — 5:30 p.m.	Additional academic period for some students not involved with interscholastic sports
5:00 p.m.	Commons opens for dinner
6:20 p.m.— 7:50 p.m.	Co-curricular Programs (club meetings, music and drama rehearsals, publications, etc.)
8 p.m.	Underclass students in their dormitories or doing academic work in the library, language lab, art studio, music building, writing center, science study hall, or math study hall
9:45 p.m.	Dorm sign-in for all students on week nights. (During 5-day weeks, Friday evening sign-in for underclass students is 10 p.m., 11 p.m. for seniors. Saturday evening sign-in for all students is 11:30 p.m.)
11 p.m.	Lights out for juniors Lowers are to be in their own rooms During the fall term, uppers are expected to be in their own rooms Beginning in the fall of 1999, the daily schedule will include a once a week double academic period for most classes.



THE DAILY BULLETIN

OCTOBER 29

ADMINISTRATIVE CLASS SCHEDULE

TODAY, classes meet according to a regular **MONDAY** schedule with **MONDAY** classes.

STUDENT LIFE

ABBA LOVERS USA

or GSA, sans LTA, we're going to Bertucci's this week. Bring your friends. "Play that funky music...."

AMNESTY

TODAY, our weekly meeting will be held in the Underwood Room from 5:30-7 p.m. Write a letter, save a life! Everyone is welcome.

BULLETIN NOTICES

Your notices for the Daily Bulletin may now be forwarded directly to the dean of students office by simply e-mailing to the following address: bulletin. We hope this will expedite your notices as well as help in our efforts to conserve paper. Any questions, please contact Ms. Saladini at 4178.

BUS

TO NYC AND CT, URGENT: For Thanksgiving Holiday - sign up this Thursday in Steinbach Lobby at 9:45-10:15 a.m. - conference period only. First come, first accepted. If insufficient signups, bus will be canceled so, sign up **NOW** or Dickie will have to cancel the bus. Questions? See Dickie.

CHAPEL COUNCIL

meets Tuesdays in Rose Room (Commons, upper right, next to Ropes). Major planning and input.

CHESS CLUB

meets this Wednesday, 6 p.m., in Sam Phil 13. Free pizza as always.

DRIVER'S ED

The final day to sign-up for Driver's Ed for the school year will be this Wednesday. Classes are held in Kemper Auditorium from 6:30-8 p.m. each Wednesday. Questions? See Mrs. Benedict in the dean of students office.

FCD WEEK

NOVEMBER 11-14; all returning students (and new seniors) will receive an FCD (Freedom from Chemical Dependency) Week Workshop sign-up sheet. Please read carefully, and return choices to dean of students office by November 1.

FACULTY, STAFF

AND PARENTS SAVE MONEY! Entertainment books are being sold on campus until the end of the term for \$30 (\$6 goes to the Prom). See anyone at Student Activities or call 4183. When finals end, so does this offer!

FOCUS

Movie this Friday at 6:45 p.m. in 1924 House. "The Hiding Place" will be shown. Come and enjoy! Tune in to WPAA, 91.7 FM, every Wednesday night at 11 p.m. for **Electrochemical Rock**. It's your chance to win free CDs as well as experience the best new and classical rock.

FREE CDs

GERMAN TABLE

Deutscher Stammtisch is **canceled for today** due to Senior/Faculty Dinner.

JSU DINNER MEETING

Every Tuesday 5-6 p.m. in the Blue Room. Newcomers are always welcome.

JUGGLING CLUB

will meet on Wednesday at 4:30 p.m. on the lawn in front of Sam Phil.

JUNIOR MOVIE TRIP

this Friday. \$5.00 gets you movie and bus! You must sign up in Student Activities.

MATH CLUB

meets this Wednesday at 6:30 p.m. All are welcome. We're preparing for the second round of the New England Math League. We're currently first.

MODEL UN

holds short meetings every Wednesday at 7:15 p.m. in Morse Hall. In February we go to Georgetown in Washington, D.C., for a conference with thousands of high school students from around the country. New members are most welcome.

NATIVE AMERICAN

CULTURE CLUB meeting will be held at 6:30 p.m. in the Peabody Museum on November 4. We will be showing a movie and discussing Native issues. Refreshments.

OXFAM INTERNATIONAL

Wednesday, 6 p.m., in the Rose Room of Commons.

ROCK ON

Listen to **Rock On** every Thursday at 5 p.m. on WPAA, 91.7 FM. Great music and free gift certificates. Tune in!

THE BEST SHIRT!

Blue Key is selling an **AWESOME** shirt, Tuesday and Wednesday **ONLY**. On the back: "EXETER" with "What's Hot: not much" and "What's not" with a very funny long list. The front has a large "A" with "It's all good." Sleeve has "Andover/Exeter." See/order shirts at lunch, dinner, conference and Student Activities (\$10 short sleeve, \$14 long sleeve).

WIN A \$20,000

COLLEGE SCHOLARSHIP. Stop by the Community Service Office or the College Counseling Office for an application for a REACT magazine "Take Action Award."

SUMMER OPPTS

INTERIM YEAR OPTION

Americorps-year: Seniors: Toya Hampton, a representative of Americorps, will be in Commons **TODAY**, 5-6:30 p.m., to talk to interested students about a 10-month service program for a PG year before college. Take time to stop and chat with her.

ATHLETICS

INDOOR TRACK

Organizational and informational meeting in Sam Phil 12 at 5:45 p.m., Thursday. Anybody interested in track is welcome. **Sprint, don't Saunter!**

NORDIC SKIING (X/C)

Mandatory meeting at 5:30 p.m., Wednesday in Ropes, Commons. For returning skiers and anyone new who is interested. Contact Ms. Carlisle if you have questions.

WRESTLING

The preseason meeting will be held **TODAY** at 6:30 p.m. in Borden. All who are thinking about wrestling should come; girls are welcome. Bring shorts and a t-shirt. If you can't make it, call Andy (6904).

EXTRACURRICULAR ACTIVITIES

Extracurricular activities are an important aspect of a student's education, and Andover offers a rich fare, thanks to the range of interests among the student body. The Andover Ambassadors handle the responsibility of conducting campus tours for the Admission Office, and older students who are members of the Tutorial Program offer academic help to fellow students. The student radio station, WPAA (91.7 FM), is on the air daily, serving the local listening area as well as the student body. *The Phillipian*, the academy's prize-winning, student-run weekly newspaper, is wholly uncensored; students lay out the paper and do their own typesetting as well as write the articles and headlines. The school yearbook *Pot Pourri*, the literary magazine *Courant*, plus half a dozen other student publications provide more opportunities for those with a literary bent. Cultural and religious organizations abound, as do theatre and music clubs and course-related groups such as the Quiz Bowl Team, the Political Science Club and the Debate Club. In fact, there is no limit to the variety of organizations or the enthusiasm of their members, and students who do not find an existing club or organization that meets their needs are encouraged to start one.

STUDENT ORGANIZATIONS

Members elected:

Blue Key

Student Council

Open to all:

Andover Drug & Alcohol Awareness Committee

African-Latino-American Society

AIDS Awareness Committee

Alianza Latina

Amateur Radio Club

Ambassadors Club

Amnesty International

Andover Mountain Bike Club

Andover-Japanese Connection

Animal Rights Club

Archaeology Club

Art Club

Asian Society

Astronomy Club

Backtracks (magazine of commentary)

Blue Buzz (student publication)

Cercle Français

Chapel Council

Chess Club

Chinese Club

Chinese Student Association
 Computer Club
 Cooking Club
Courant (literary magazine)
 Dance Club
 Earth Friends
 Fencing Club
 Film Society
 FOCUS (Fellowship of Christians in Universities and Schools)
 Gay/Straight Alliance
 German Club
 Handbell Choir
 Hellenic Society
 Hindu Student Union
 Indo-Pakistani Society
 Inter-Cultural Student Association
 International Club
 Irish-Scottish-Anglo-American Club (ISAAC)
 Jewish Student Union
 Junior State of America
 Korean Student Fellowship
 Math Club
 Men's Forum
Mind's Eye (student publication)
 Model United Nations Club
 Muslim Student Union

Native American Culture Club
 Newman Club (Catholic Fellowship)
Overtime (student publication)
 Oxfam
 Philharmonic Society
The Phillipian (student newspaper)
 Philomathean Society (debating society)
 Physical Health Information Team
Pot Pourri (school yearbook)
Prometheus (student publication)
 Quiz Bowl Team
 Republican Club
 Students Against a Racist Community
Smack! (political magazine)
Soapbox (student publication)
 Spanish Club
 Student Medical Society
 Ultimate Frisbee Club
 Women's Forum
 WPAA (campus radio station)













PART FIVE: ATHLETICS



In keeping with Andover's commitment to provide a depth and breadth of choices to our students, the athletic department offers dozens of sports, dance and exercise options at every level of instruction. Our competitive athletes work with coaches widely recognized as among the

best in secondary school education, and they face rigorous interscholastic competition from other prep schools and from Boston-area colleges. The training room is coeducational and fully staffed with three trainers who work with the school physician and the staff at Isham Health Center; the trainers test varsity athletes for fitness and prescribe conditioning programs. Our recreational athletes have as options not only intramural and recreational sports, but such special programs as scuba diving, Search and Rescue, classical ballet, basics, modern dance, yoga, and aerobics. And all lowers (10th-graders) also take one challenge-based physical education course five hours a week for one term. These students are tested for physical aptitude and instructed in safety, health and exercise physiology,

learn drown-proofing, master a ropes course, and gain the information and skills they will need to maintain lifetime wellness.

"It is 3 p.m. Students and faculty are transformed from scholars to athletes as they dump their bookbags and briefcases and head across campus to the locker rooms. Now, varsity and sub-varsity athletes overrun the courts and fields, dancers rehearse, cross-country skiers glide across trails, rowers slide oars in the river, hikers head for the hills, the divers soar, the pool shimmers, the fitness center's jamming, and every sort of ball and puck goes whizzing toward a goalie. Up on the quadrangle, the academic buildings stand serenely silent in the afternoon sun. At

Andover, to play's the thing!"

—Leon Modeste, *Director of Athletics*
Chair of Physical Education Department
Instructor in Physical Education





"My biggest extracurricular time commitment at Andover has been women's varsity water polo. A relatively new team at Andover when I got here, the women's water polo team has now been the New England Champion team for three years in a row. I generally spend about an hour and a half at the pool daily during the fall season. While I expected this time commitment to get in the way of my studies, I soon learned that it helped me to organize my time and to plan ahead."

—Anne Bartlett '99, Altadena, Calif.



Andover's athletic facilities are among the finest in the country and include 18 playing fields and 19 tennis courts; the Sorata Track; and three gymnasiums with swimming and diving pools, basketball and squash courts, two dance studios, wrestling room and state-of-the-art fitness center; the Case Memorial Cage with its indoor track, the Sumner Smith Hockey Rink and the James C. Greenway boathouse on the Merrimack River.

INTERSCHOLASTIC SPORTS

Fall

Soccer
Football
Water Polo
Cross-Country
Field Hockey
Volleyball

Winter

Basketball
Hockey
Nordic Skiing
Squash
Swimming
Track
Wrestling

Spring

Baseball
Cycling
Crew
Golf
Lacrosse
Tennis
Track & Field
Softball
Volleyball

INTERSCHOLASTIC, INTRAMURAL, RECREATIONAL AND FITNESS ATHLETICS

Fall

Ballet
Basics (fitness)
Crew
Cross-Country
Field Hockey
Football
Modern Dance
Search & Rescue
Soccer
Spirit Leaders
Squash
Swim Instruction
Tennis
Volleyball
Water Polo
Yoga

Winter

Ballet
Basics
Basketball
Hockey
Modern Dance
Nordic Skiing
Search & Rescue
Spirit Leaders
Squash

Swimming & diving
Track
Wrestling
Yoga

Spring

Ballet
Baseball
Basics
Crew
Cycling
Golf
Lacrosse
Modern Dance
Search & Rescue
Softball
Squash
Swim Instruction
Tai Chi
Tennis
Track
Ultimate Frisbee
Yoga
Volleyball



"The pep rally which was held during New Student Orientation was very impressive. All of the Blue Key and the juniors cheering together at the Bell Tower was an awesome event. You could feel all the school spirit and enthusiasm in the air. My voice was sore the next day from screaming so much, but it was so much fun that I didn't care. The pep rally gave me a good sense of how much school spirit the student body has."

—Sandra Sanchez '00, Carpinteria, Calif.



The immortal boy, the coming heir of all
 Springs from his desk to "urge the flying ball,"
 Cleaves with his bending oar the glassy waves,
 With sinewy arm the dashing current braves
 The same bright creature in these haunts of ours
 That Eton shadowed with her "antique towers."

From *The School-Boy*
 by Oliver Wendell Holmes





PART SIX: THE ARTS



he arts in all their forms are at the heart of Andover life. Students, faculty and visiting artists study, create, rehearse and perform 60 musical concerts, 15 major theatrical or dance concerts with sets and costumes, and 30 smaller theatre or dance productions each year, as

well as presenting a student art show each term.

In classes, students study the theory and history of music, art, theatre and dance and take such courses as drawing, design, painting, ballet, modern dance, directing, technical theatre, sculpture, photography, printmaking, architecture, filmmaking, ceramics, computer graphics, chamber music, electronic music and jazz. At the Addison Gallery of American Art and the Peabody Museum of Archaeology, students find inspiration in the museums' treasures and in the advice offered by visiting scholars and artists. And in their free time, the students make extensive use of the rehearsal rooms, studios, darkrooms and theatres of George Washington Hall, Graves Hall and the Elson Art Center, pouring their music, voices and laughter over a campus enlivened immensely by their robust creative energy.







"It's impossible to say the most difficult piece the students performed this year. We did perform Felix Mendelssohn's oratorio Elijah, so anyone who's reading this will know the kind of music we're doing. Rasaan Ogilvie sang a number of solos in it, and also performed the role of Jim in the musical Big River. His specialty is singing; he's a baritone, and a young man who's destined to distinguish himself nationally and internationally. It's exciting to have talent of this sort at a high school, and we have a lot of it! Why, there's Charlene and Jennifer and Nathan and Abigail and Rachel and Adam and Drew, and, oh, the list goes on and on."

—William Thomas

Instructor in Music and Director of Performance

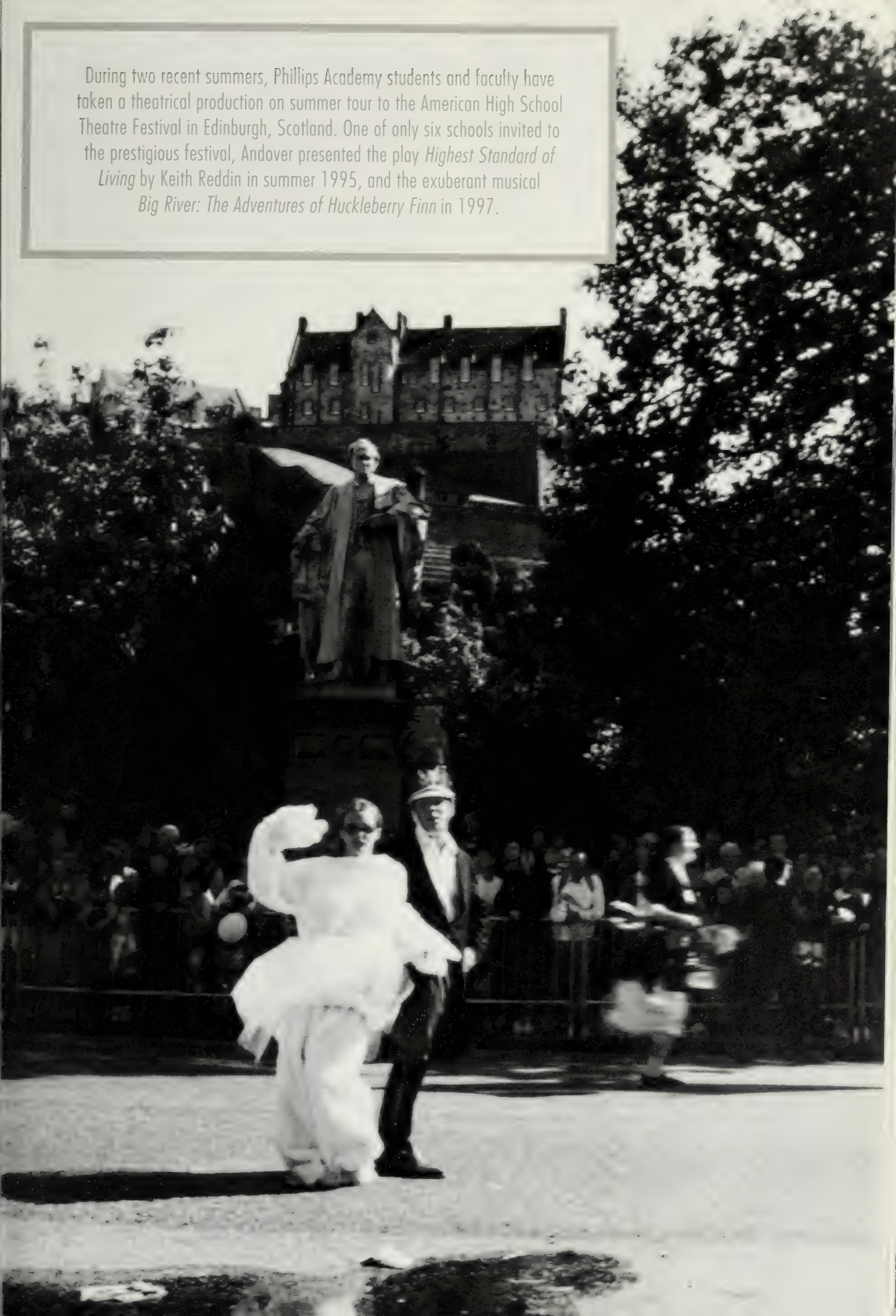
Photographs of Dorothea Lange, one of 13 special exhibitions last year at the Addison Gallery of American Art, included 85 of Lange's famous vintage prints documenting small-town life in Utah and Ireland, the internment of West Coast Japanese-Americans, and America in the 1930s.

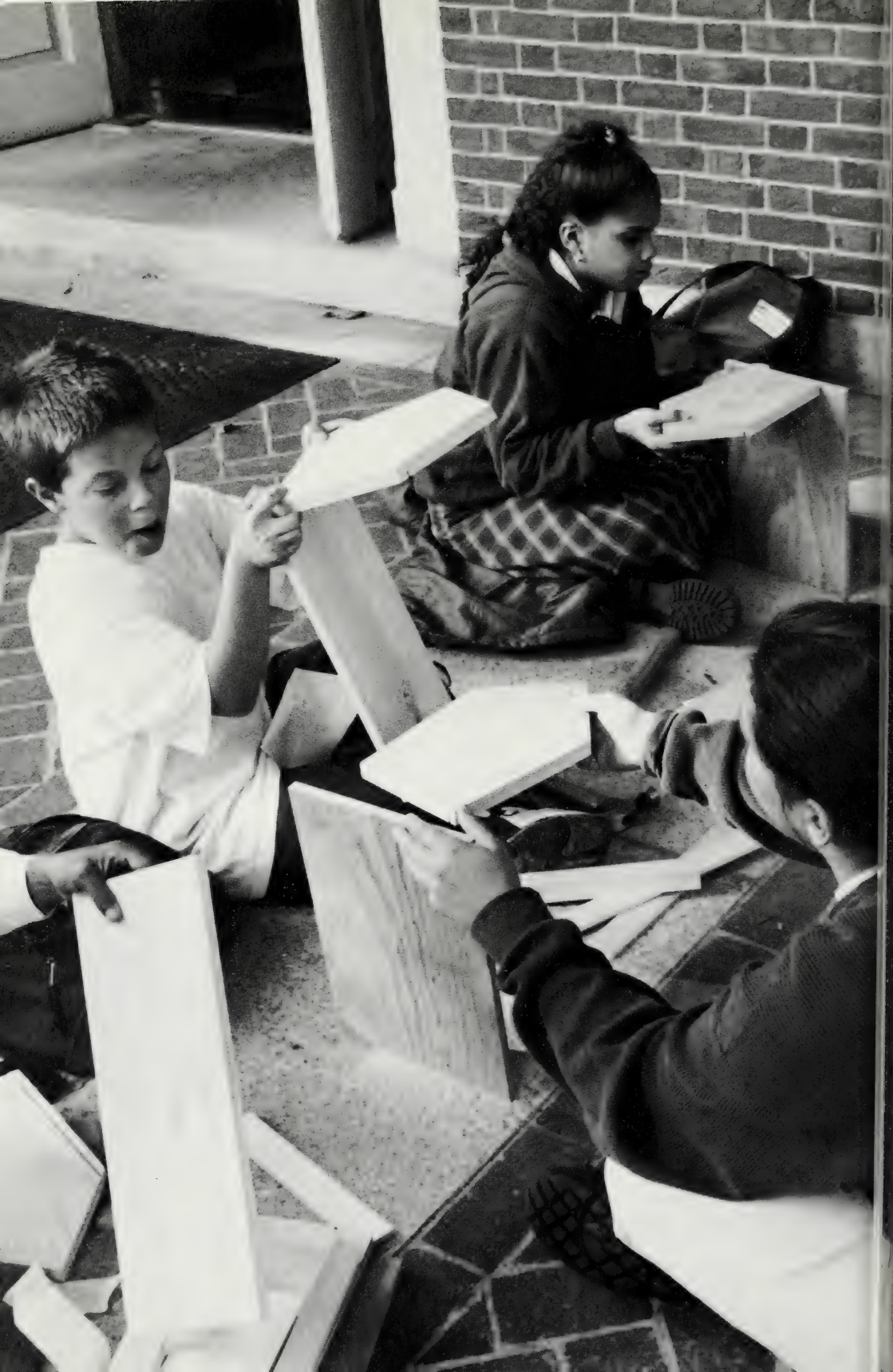


The Cantata Choir of 60-80 singers and the Chamber Orchestra of 25 string players and additional winds has toured regularly for the past 20 years throughout the United States, Canada and Europe. The tour for 1998 included concerts in Athens and Istanbul, where the group performed Purcell's *Dido and Aeneas* and the last movement of Beethoven's Choral Symphony.

The largest of the school's musical groups is the Symphony Orchestra with 65 strings, 25 winds, brass and percussion. Recent performances include Rimsky-Korsakov's *Scheherazade* and *Capriccio Espagnol*, Tchaikovsky's *Romeo and Juliet*, William Grant Still's *Afro-American Symphony*, Mendelssohn's *Reformation Symphony*, Rossini's overtures to *The Barber of Seville* and *William Tell*, Mozart's overtures to *The Magic Flute* and *The Marriage of Figaro*, Dvorak's *New World Symphony*, and Stravinsky's *Firebird Suite*.

During two recent summers, Phillips Academy students and faculty have taken a theatrical production on summer tour to the American High School Theatre Festival in Edinburgh, Scotland. One of only six schools invited to the prestigious festival, Andover presented the play *Highest Standard of Living* by Keith Reddin in summer 1995, and the exuberant musical *Big River: The Adventures of Huckleberry Finn* in 1997.





PART SEVEN: COMMUNITY SERVICE



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Andover's Community Service Program provides opportunities for students to volunteer time in service in the town of Andover and also nearby in Lawrence, North Andover, Boxford and Tewksbury. Each trimester, more than 350 students and 20-30 adults participate in these service learning projects, in which they give of themselves and receive in return a world of knowledge and a sense of profound satisfaction. Each community service project includes orientation, training, experience, and time for reflection.

Students may volunteer once per term or several hours each week; they are encouraged only to plan carefully so they can fulfill the commitment they choose to make. Students may take academic courses or Independent Study that include community service as an integral component, or they may volunteer for programs that meet in the afternoon and evening or on weekends. Flexibility in the schedule allows students to fulfill their athletic requirement at off-hours should they choose to volunteer in the afternoons. For example, there are many community service opportunities that exist in which even varsity athletes and busy artists are able to participate fully.

The Community Service Program has been developed so that, through active involvement, students learn more about the larger community and their potential in it. Inevitably, as they live up to the academy's motto, *non sibi* (not for one's self), they experience great personal growth while developing the knowledge, skills and commitment for a lifetime of effective participation in public life.

Each year, the Community Service Program sponsors a Community Service Alternative Break Trip. Approximately thirty-five students and faculty travel to the Sea Islands of South Carolina for the first week of their spring vacation. There they work in cooperation with a local organization to refurbish or construct housing. Past projects have included roofing, tiling floors, digging foundations and constructing wheelchair ramps, among other tasks. In addition, participants visit the historic city of Charleston and meet with local community leaders.

ONGOING PROJECTS

ACADEMIC COURSES RELATING TO COMMUNITY SERVICE

English 541: Writing Through the Universe of Discourse

Social Science 42: The Urban Studies Institute

Social Science 64: Masculine/Feminine/Human: Issues in Gender Relations

Spanish 43: The Hispanic Presence in the U.S.A.

Spanish 53: AP Language in the Lawrence Community

ELDERLY

Academy Manor

Greenery

Mary Immaculate Nursing Home

ENVIRONMENTAL

M.S.P.C.A.

Other student organizations

Earth Friends

Recycling Coalition

HEALTH

Corpus Christi AIDS Hospice

Greater Lawrence Family Health Care Center

Greenery

Lawrence General Hospital

HOUSING AND HUNGER

Bread and Roses

Habitat for Humanity

Lazarus House

Walk for Hunger

NEW AMERICANS

Project V.O.I. C. E.

Russian Tea and Family Visits

Seton Asian Society

Spanish 43: The Hispanic Presence in the U.S.A.

Spanish 53: AP Language in the Lawrence Community

POLITICAL ACTION

Project V.O.I.C.E.

Other Student Organizations

Amnesty International
Oxfam

SPECIAL NEEDS

ARC

Easter Seals Swimming

Greenery

Windrush Farm

YOUTH

Andover Community Child Care

Andover Lawrence String Program

Bancroft Elementary

Bread Loaf Writing Workshop

Bread Loaf Pen Pals

Community Day Care
Preschool

Community Day Care
Latchkey

English 541: Writing Through the Universe of Discourse

Lawrence Boys' Club

Lawrence Girls' Club

Leahy After School
Tutoring

Los Amigos After School
Program

Music Enrichment
PALS

Project V.O.I.C.E.

Science Club for Girls

Seton Asian Society

Sí, Se Puede

Sports Clinics

SIS

Theatre Troupe

World Games

Youth Explorations in
Science

SPECIAL EVENTS

Bread and Roses Picnic

City Year Serve-a-Thon

Clothing, toy and
food drives

Martin Luther King Jr.
Day

Sports Clinics

Spring Celebration Day

Walk for Hunger



Public and community service is integral to the educational mission of Phillips Academy. In accordance with the school's motto, *Non Sibi* (not for self), the Phillips Academy Community Service Program strives to:

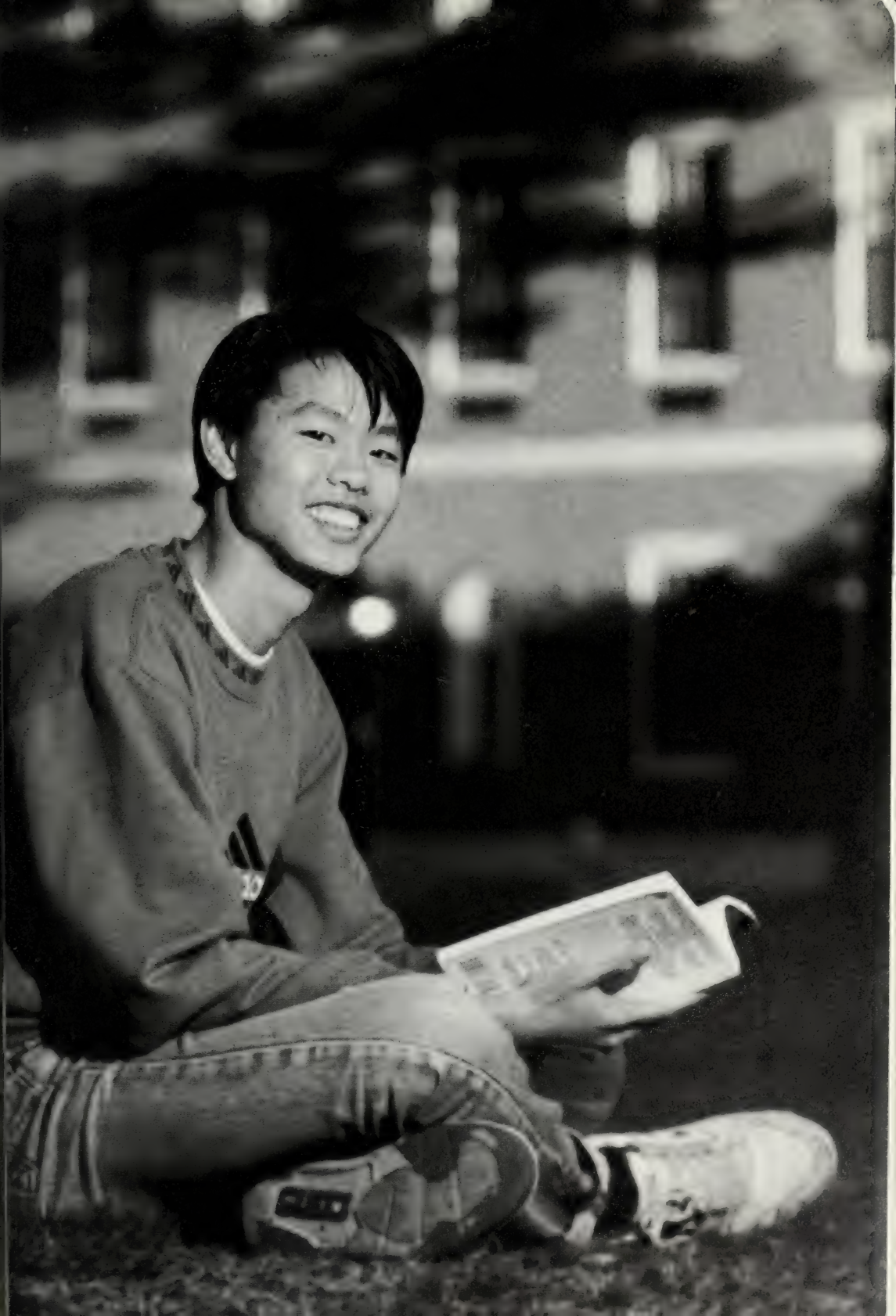
- promote and provide structured opportunities for students, staff and faculty to engage in public service;
- foster collaborative relationships with individuals, organizations and schools that address problems and build upon assets of local and global communities;
- connect academic learning to community problem solving through the development of service learning courses in a variety of disciplines;
- inspire responsibility and personal growth by supporting volunteers, encouraging student initiatives and providing a comprehensive leadership education program; and
- motivate students to consider and act upon issues of social justice and civic responsibility and thus foster a commitment to a lifetime of effective participation in public life.

— *The Community Service Program Mission Statement*
written by the 1997-98 student coordinators and faculty advisory board.











"Although I had toured the school and thought I knew what to expect, when I arrived on campus for new student orientation, I began to wonder if Andover was the place for me. After meeting my advisor, Reverend Philip Zaeder, who made me feel at home and relaxed, my doubts ceased. Throughout my first year, Reverend Zaeder was always available and willing to listen. We often met over lunch to discuss my classes, athletics and extracurricular activities. I will always be thankful for his assistance in helping me make a successful transition to this tremendous high school.

—Brian Heighington '98, Dracut, Mass.



"If I had to give incoming students one piece of advice, I would tell them to not be shy. Take risks in and out of the classroom. This is the only way to leave Phillips Academy truly 'educated'."

—Richard Powell '97, St. Catherine, Jamaica



ADMISSION INFORMATION

YOUTH FROM EVERY QUARTER



he school's constitution, written in 1778, states that Andover "shall be ever equally open to Youth of requisite qualifications from every quarter."

With this principle in mind, the basic requirement for admission to

Andover today continues to be evidence of sound character and strong academic achievement. The school is especially interested in candidates who demonstrate independence, maturity and concern for others, in addition to high performance in studies and activities. Valuing diversity in its student body, the school seeks to bring together a community from all parts of the country and from many nations.

In our experience, chronic illness, handicaps, or other limitations are not barriers to success at Phillips Academy. The school will discuss such challenges individually and advise on the appropriateness of the application. Our ultimate goal is to insure the health and happiness of every student.

The school's endowment covers approximately one-third of the cost of an Andover education. Therefore, in fact, every student receives financial aid. In addition, because of the generosity of a large number of alumni and friends, further financial assistance is available (see Financial Aid and Financial Planning, page 127).

APPLICATION PROCEDURES

Priority will be given to day student candidates who complete the application and interview by January 15, and to boarding candidates who complete the application and interview by February 1. A decision from the Admission Committee will be mailed on March 10. The possibility of admission is considerably lessened for all applicants who complete the process after the stated deadlines, and decisions for this group may not be rendered before May 1. A deposit of \$1,000 is required to reserve a place at the time admission is

offered to an applicant.

If you have questions about Andover's admission or application procedures, call or write:

Admission Office
Phillips Academy

Andover, Massachusetts 01810-4161

Admission Office direct line: (978) 749-4050

Academy switchboard: (978) 749-4000 ext. 4050

Admission Office e-mail: admissions@andover.edu

Academy Website: www.Andover.edu

Office hours: Monday through Friday, 8:30 a.m. to 4:30 p.m. and designated Saturdays, 8:30 a.m. to 12:00 noon, October 1 through January 31.

DAY STUDENTS

Students residing in several nearby cities and towns may choose whether to apply as day students or as boarders. This is a one-time only choice which must be made when the application is submitted to the Admission Office. Day students comprise approximately one fourth of the student body.

Students residing in Andover or in North Andover must apply as day students. Applicants from the following cities and towns have a choice: Atkinson (NH), Bradford, Boxford, Dracut, Georgetown, Groveland, Haverhill, Lawrence, Lowell, Lynnfield, Methuen, Middleton, North Reading, Pelham (NH), Plaistow (NH), Reading, Salem (NH), Tewksbury and Wilmington.

Families are urged to consider carefully all aspects of each option, including transportation, finances, accessibility to the variety of on-campus activities, and the relative merits of living at home vs. school residence for the student. The Admission Office will be happy to assist families in reaching the best decisions for their needs.

Candidates living outside our day student area but intending to move before September to a day student town should discuss the situation with an admission officer, apply as boarders and notify the admission office when the move is completed. At that point, candidates will be changed to day student status. Current students who move to either Andover or North Andover are required to become day students.

FOUR STEPS TO BE COMPLETED FOR APPLICATION

1. Return Preliminary Application

Submit the Preliminary Application, located in the pocket at the back of the catalog, and the non-refundable \$35 fee as soon as possible. (Checks are to be made payable to the Trustees of Phillips Academy.) **Applications will not be considered unless the Preliminary Application and fee are received.**

2. Schedule a Personal Interview

Day student candidates must complete their interviews by January 15 and boarding candidates by February 1. Candidates are encouraged to schedule interviews in either the spring, summer or early fall of the year before they intend to enter. It is in everyone's best interest for the interview to take place as early as possible. A visit to the academy is desirable, as it gives candidates a chance to have questions answered and to see the school. Please allow two hours for the tour and interview, and be sure to dress with the weather in mind. After the interview, candidates and their families are welcome to

walk about the campus, visit the Addison Gallery of American Art or the Peabody Museum of Archaeology or watch games and practices. Candidates who cannot visit the academy are themselves responsible for arranging an interview with an Alumni Admission Representative (see page 131). **Please note: Massachusetts families who need an Alumni Admission Representative interview and have not scheduled one by January 15 should contact the Admission Office for assistance.**

3. Return the Final Application Forms

Final application forms, mailed in mid-November, should be completed and returned as soon as final or mid-semester grades are available for the fall term. The transcript must include current grades for the application to be complete. Priority consideration is given to day student applications submitted by January 15 and to boarding applications submitted by the advertised deadline of February 1. (Candidates who apply after February 1 should return forms immediately.) Teacher recommendations should be from current teachers. We cannot accept any application forms by fax.

4. Take the Appropriate Standardized Admission Test

Although most candidates for grades 9-11 submit the Secondary School Admission Test (SSAT), candidates who wish to present the Educational Records Bureau's Independent School Entrance Examination (ISEE) may do so. Whenever possible, international students for whom English is not the primary language should also submit the Test of English as a Foreign Language (TOEFL).

SECONDARY SCHOOL ADMISSION TEST

The 1998-1999 Student Guide, published by the Secondary School Admission Test Board, Princeton, NJ 08540, will be sent by Andover to all candidates. This Student Guide describes the Secondary School Admission Test, which will be given on the following dates:

- * November 14, 1998
December 12, 1998
- * January 9, 1999
March 6, 1999
- * April 17, 1999
June 12, 1999

* *International administration*

Candidates are strongly urged to take the SSAT administered in either November or December 1998. (The December test will not be given in foreign countries.) Otherwise, candidates should take the January 1999 administration.

TWELFTH-GRADE OR POSTGRADUATE CANDIDATES

Instead of the Secondary School Admission Test, senior and postgraduate candidates must take either the Preliminary Scholastic Aptitude Test (PSAT) or the Scholastic Aptitude Test (SAT) of the College Board Scholastic Aptitude Tests (CEEB, Box 592, Princeton, N.J. 08540).

Postgraduates are full-fledged members of the senior class and are eligible for all school activities. Because of their academic credits, they frequently have maximum flexibility in course selection.

EARLY DECISION

Andover does not participate in any early decision plan for admission.

SCHOOL COSTS AND AFFORDABILITY

TUITION AND FEES

The tuition for 1998-99 is \$23,650 for boarding students and \$18,200 for day students. The average annual cost to educate a student at Andover is approximately \$36,000. The difference between the annual cost and the tuition charge is made up from gifts and income from endowment, which are the products of the generosity of alumni, parents and friends. To reserve a student's place for a given school year, a deposit in the amount of \$1,000 must be received by the acceptance deadline, April 10, in the case of a newly admitted student, or by May 1, in the case of a returning student. It is non-refundable under any circumstances.

The tuition less the above deposit is billed in two equal amounts, with half the tuition and fees due July 15 and the final payment due December 1. The award of scholarship aid or loan reduces the billed amount accordingly.

No tuition refund will be made for any student who withdraws, is dismissed, or is absent for any reason after registration.

An optional Tuition Refund Plan is offered, at 2.5 percent of tuition, to protect

against the departure of a student for any reason. Under this plan, 70 percent of the unused portion of the tuition for school days remaining is refunded.

Tuition covers instruction, board, room (including basic furniture), physical training and most athletic privileges, use of laboratory equipment and material, and admission to all authorized athletic contests and most authorized entertainment at George Washington Hall or elsewhere on campus, including the Saturday evening movies.

The school provides sports uniforms and most athletic equipment. Students are required to bring their own footwear and urged to bring whatever other personal athletic equipment they already possess.

OTHER EXPENSES

Tuition does not include a technology fee, materials for art courses, medical expenses and insurance, telephone charges, textbooks, laundry, school supplies or breakage and/or damage to school property. Typically these expenses total about \$1,600.

Tuition does not cover private music lessons or the cost of participation in the Washington Intern Program, School Year Abroad or other off-campus programs.

Bills for items not included in tuition charges may be rendered at any time during the school year. All charges must be paid by their due date in order to assure a student's place at the academy. Students with past-due bills may be asked to leave at any time. The diploma of the academy will not be awarded to seniors whose school accounts are not paid in full by June 1.

FINANCIAL AID AND FINANCIAL PLANNING

Financial need should never discourage a student from applying for admission to Phillips Academy. Andover offers full Financial Aid Grants for low-income families, and Financial Aid Grants and low-interest, deferred-payment Student Loans to meet a broad spectrum of need. To help all Andover families with financial planning, the school has created the Andover Plan, an innovative package of four payment options.

Financial Aid

Operating Budget: \$6.9 million

Scholarship Grants: \$6.6 million

Average grant for returning

students: \$15,000

Student Loans: \$500,000 in 1998-99

(presently at 6% interest)

If you are not sure whether you qualify for financial aid of some kind, we encourage you to apply; this is the best way to find out.

Because Andover values and seeks an economically diverse student body, aid is awarded only on a basis of demonstrated need. Need depends on many variables, such as family income, number of children, age of parents, other tuitions, unusual medical expenses, taxes, assets, liabilities, etc.

TO APPLY FOR FINANCIAL AID

1. When filling out the Preliminary Application, parents should check "yes" for financial aid.
2. Andover will send you the Parents' Financial Statement (PFS). Fill it out, and send the original to the School Scholarship Service (SSS) in Princeton, N.J. The SSS uses a formula nationally accepted among independent schools to analyze need and provides Andover with a preliminary estimate of your family's ability to contribute to educational expenses. The process assures that all schools to which a student applies will base their calculations on the same data.
3. Send a copy of the PFS to Andover prior to January 15, along with the most recent IRS 1040 and W2 forms when they become available.

Requests for aid filed after the January 15 deadline may not be processed in time to be included in the initial allocation of financial aid funds.

DIVORCED OR SEPARATED PARENTS

The resources of both natural parents must be considered in cases where a divorce or separation has taken place. This information should be included on the financial statement provided by the school. The availability of complete information from both parents is essential to assure a fair assessment of the family contribution. Lack of this information may result in no award of aid or an arbitrarily low financial aid package. Financial aid award letters are mailed in the same envelope as the Certificate of Admission, on March 10. For more detailed information, direct your letter or telephone call to:

James F. Ventre, *Director of Financial Aid*
Phillips Academy
Andover, MA 01810-4161
Telephone: (978) 749-4059

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FINANCIAL PLANNING: THE ANDOVER PLAN

All families, whether or not they are receiving financial aid or loans, benefit from planning carefully the way in which they will pay for their children's education. Accordingly, Andover created the Andover Plan, four different payment options designed with the help of the Knight College Resource Group of Boston. Briefly, the options are: a one-time tuition payment which avoids tuition increases; two programs that access credit loans; and arrangement of a monthly budgeting plan. All students who are enrolled on a full-time basis are eligible for these plans, which are explained in detail on the following page.

THE ANDOVER PLAN

The Andover Plan provides four additional options for a range of family situations.

	Monthly Payment Plan	Achiever Loan®	Guaranteed Tuition Single Payment	prepGATE
Features:	<ul style="list-style-type: none"> • Annual education expenses, or family contributions for financial aid recipients, in 10 equal monthly payments • Application fee of \$55 • Family pays KNIGHT College Resource Group who pays Phillips Academy 	<ul style="list-style-type: none"> • Reserve the funds for 1 to 4 years of school; interest is charged only on the amounts actually paid to the school. • Favorable interest rate; set quarterly to 13-week T-Bill + 4.5% (9.5% as of 2nd quarter 1998; 9.99% APR) • 10-year repayment term 	<ul style="list-style-type: none"> • Families prepay tuition from their own resources for a student's entire Andover education at the entry-level cost times the number of years, e.g. four for a junior, three for a lower, two for an upper 	<ul style="list-style-type: none"> • Favorable interest rate; set quarterly to 13-week T-Bill + 3.1% (8.2% as of 2nd quarter 1998; 9.11% APR) • 10 year repayment term • No prepayment penalties • No application fee
Benefits:	<ul style="list-style-type: none"> • No credit review • No interest • Payments are spread over 10 months • Optional Education Completion Protection • Families may budget any annual amount of expense over 10 months • Direct Debit Option—payments can be automatically withdrawn from your checking account 	<ul style="list-style-type: none"> • Apply by fax, mail or phone – conditional approval in as little as 24 hours • Flexible repayment terms • Low interest rate and overall cost • Can also be used for college • Optional Education Completion Protection 	<ul style="list-style-type: none"> • No tuition increases 	<ul style="list-style-type: none"> • Apply by phone, mail or fax • Approval by next business day • Specially designed credit test to enable increased program access • Low overall financing cost • Can be used to finance college as well
Eligibility:	<ul style="list-style-type: none"> • Families receiving financial aid and those not receiving financial aid 	<ul style="list-style-type: none"> • Families receiving financial aid and those not receiving financial aid 	<ul style="list-style-type: none"> • Families not receiving financial aid 	<ul style="list-style-type: none"> • Families receiving financial aid and those not receiving financial aid
Obligation:	<ul style="list-style-type: none"> • Monthly payments to Knight 	<ul style="list-style-type: none"> • Monthly payments to Knight 	<ul style="list-style-type: none"> • Prepayment of entire four, three, or two years of tuition at first year's rate 	<ul style="list-style-type: none"> • Monthly payments to BankBoston
Source:	<ul style="list-style-type: none"> • Family funds 	<ul style="list-style-type: none"> • Loan 	<ul style="list-style-type: none"> • Family funds 	<ul style="list-style-type: none"> • Loan
Telephone:	1-800-539-5363	1-800-539-5363	1-800-749-4504	1-800-895-4283

ALUMNI REPRESENTATIVES

While it is advisable from the student's point of view to visit Andover, distance frequently renders a visit impractical. When this is the case, the candidate should write or telephone the most conveniently located Alumni Admission Representative and arrange for an interview. After you arrange for an interview with an Alumni Admission Representative, please notify the Andover admission office of the date of the interview and the name of the interviewer. This procedure will help us keep your records up-to-date. A candidate unable to arrange for an Alumni Admission Representative interview should communicate with the admission office for assistance. All interviews with Alumni Admission Representatives must be conducted by January 15 for day student candidates or February 1 for boarding student candidates or the candidate will not receive a March 10 decision. Applicants interviewed after those deadlines will be considered as late candidates.

Alumni Admission Representatives are local alumni who have volunteered their time to assist the school with the admission process. They are often busy people who have many demands upon their time. Applicants and their families are urged to schedule appointments with alumni interviewers well in advance of the deadlines to avoid schedule conflicts.



ALABAMA

Huntsville

James B. Blackmon '57
Director of Product
Development/McDonnell
Douglas Aerospace
689 Discovery Drive, 35806
(205) 922-4555 (W)

ALASKA

Anchorage

Kevin Fitzgerald '78
Bogle & Gates
1031 West 4th Avenue
Suite 600, 99501-5907
(907) 257-7870 (W)
(907) 274-4431 (H)

Juneau

Andy Hemenway '66
P.O. Box 22506, 99802
(907) 586-3789 (H)
(907) 465-2252 (W)

ARIZONA

Phoenix

Kelly A. McMullen '66
16054 S. Eleventh Place,
85048
(602) 460-0639 (H)

John Poinier '85
6036 East Hollyhock, 85018
(602) 947-4964 (H)

Tucson

Donald B. Rollings '70
363 South Meyer, 85701
(520) 623-4091 (W)

CALIFORNIA

Burlingame

Eleanor Tydings Gollob '86
714 Linden Avenue, 94010
(650) 347-6766 (H)
(415) 998-6169 (W)

Corona del Mar

John E. Kidde '64
3907 Inlet Isle Drive, 92625
(949) 640-7075 (H)

Costa Mesa

Katrina Moiso '83
429 Broadway, 92627
(949) 642-0821 (H)
(949) 240-3363 ext. 229 (W)

Del Mar

F. Jack Liebau Jr. '81
2929-20 Camino Del Mar,
92014
(619) 755-5067 (H)

Encino

Jeffrey L. Reuben '78
16739 Mandalay Drive,
91436
(818) 386-1232 (H)
(310) 201-3505 (W)

Los Angeles

David A. Cathcart '57
Gibson, Dunn & Crutcher
333 S. Grand Avenue, 90071
(213) 229-7308 (W)

Patrick A. Cathcart '64
Hancock, Rothert &
Bunshoft
515 South Figueroa Street
17th Floor, 90071
(213) 623-7777 (W)

Robert J. Cathcart '64
515 South Figueroa
8th Floor, 90071
(626) 441-2916 (H)
(213) 955-5552 (W)

Tony De La Rosa '78
Los Angeles Center for Law
and Justice
2606 East First Street, 90033
(213) 266-2690 (W)

Trevor A. Grimm '56
Kaplanis & Grimm
621 S. Westmoreland Avenue
#200, 90005
(818) 762-6039 (H)
(213) 380-0303 (W)

Jolena O. James '86
P.O. Box 191113, 90019-
9113
(213) 732-5656 (H)

Sandra Stevens '76
E.T.C., Inc.
P.O. Box 90184, 90036-4421
(213) 487-8480 (W)

Thomas K. Vodrey '52
c/o Tom Bergin's Tavern
840 S. Fairfax Ave.,
90036-4421
(213) 936-7151 (W)
and
451 Veteran Ave.,
90024-1913
(310) 471-8835 (H)

Oakland

Nicole Williamson '95
20 Anair Way, 94605
(510) 638-3351 (H)

Palos Verdes

Nate A. Lee '74
4016 Via Nivel, 90274-1141
(310) 312-7379 (W)

Pasadena

Robert J. Cathcart '64
677 LaLoma Road, 91105
(626) 441-2916 (H)
(213) 622-5555 (W)

F. Jack Liebau Jr. '81
225 S. Lake Ave. #400, 91101
(626) 304-2222 (H)

San Diego

Robert Allenby '83
3111 Kingsley Street, 92106
(619) 223-7229 (H)
(619) 595-1209 (W)

San Francisco

DeWitt K. Burnham Jr. '74
2222 Lyon Street, 94115
(415) 338-0155 (W)

Nathaniel M. Cartmell III '69
Pillsbury Madison & Sutro
LLP
P.O. Box 7880, 94120
(510) 848-2999 (H)
(415) 983-1570 (W)

Harry Chang '80
L.F. International, Inc.
360 Post Street, Suite 705,
94108
(415) 495-4568 (H)
(415) 399-0110 (W)

Christina Henry de Tesson '89
2066 Green St., 94123
(415) 921-7591 (H)

Samuel R. Miller '66
Folger, Levin & Kahn
Embarcadero Center West
275 Battery Street,
23rd Floor, 94111
(415) 986-2800 (W)

Melanie Ventilla '90
2030 Franklin, #402
94109
(415) 771-8659 (H)

San Marino

Patrick A. Cathcart '64
2657 Oak Knoll Avenue,
91108
(626) 458-9515 (H)

Santa Barbara

W. Wright Watling '68
P.O. Box 40812, 93140-0812
(805) 965-3929 (H)
(805) 899-0010 (W)

Studio City

Chrissy Bergren '93
10995 Bluffsice Drive, Apt.
#2324, 91604
(818) 766-0985 (H)

Venice

Andrew Bakalar '82
1097 Nowita Place, 90291
(310) 392-0503 (H)

Jane J-Y Tsai '90
600 Harbor Street #2,
90291-4787
(310) 823-1042 (H)

West Covina

Johnson B. Lightfoote,
M.D.'69
808 South Easthills Drive,
91791
(626) 339-7755 (H)
(213) 889-2440 (W)

COLORADO

Cherry Hill

William R. Rapson '63
4480 South Lafayette Street,
80110
(303) 789-4424 (H)
(303) 830-2500 (W)

Denver

Anthony T. Accetta '61
1873 South Bellaire Street,
#1110, 80222
(303) 756-8188 (W)

William W. Grant III '49
545 Race Street, 80206
(303) 620-5661 (H)

George R. Ireland '74
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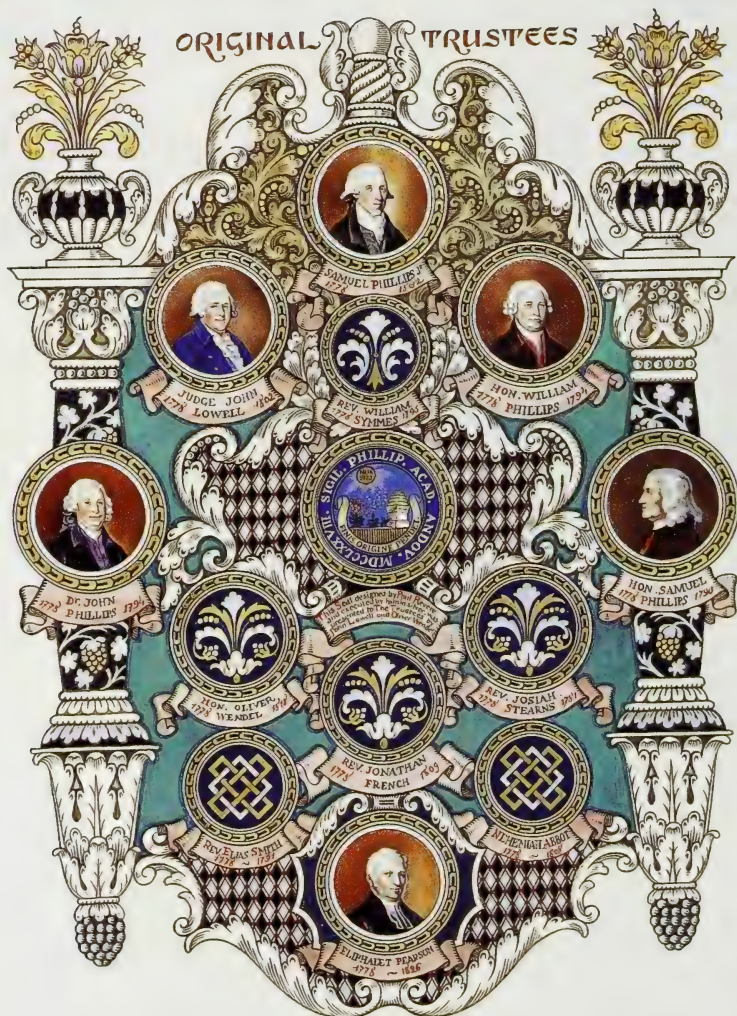


COLLEGE MATRICULATIONS FOR THE CLASS OF 1998

College	Admitted	Matriculated	College	Admitted	Matriculated
Alfred	1	1	U. of Maryland	2	1
American U.	12	1	Mass. Institute of Tech.	13	8
American U./Paris	2	1	U. of Mass./Amherst	28	8
Amherst	6	1	U. of Mass/Boston	1	1
Babson	13	2	McGill	9	7
Barnard	8	3	U. of Michigan	32	3
Bates	11	2	Middlebury	12	3
Beloit	1	1	Mount Holyoke	5	1
Bentley	1	1	Museum of Fine Arts	2	1
Boston College	23	3	U. of New Hampshire	9	1
Boston U.	61	12	New York U.	19	5
Bowdoin	12	1	U. of North Carolina	8	2
Brandeis	8	1	Northwestern	20	7
Brown	25	13	Notre Dame	2	1
Bryn Mawr	3	3	Oberlin	7	2
U. of Calif. Berkeley	19	4	Ohio Wesleyan	3	1
U. of Calif. Davis	2	1	Penn Acad Fine Arts	1	1
U. of Calif. Los Angeles	11	1	U. of Pennsylvania	26	14
U. of Calif. Santa Cruz	4	1	Pomona	5	2
CalTech	3	1	Pratt Institute	2	2
Cambridge U./England	2	1	Princeton	14	10
Carleton	5	2	Queens/Canada	1	1
Carnegie Mellon	20	6	Rensselaer Polytech	4	1
Case Western	8	2	U. of Rochester	8	1
U. of Chicago	23	6	Rutgers	4	1
Clark	4	1	Saint Andrews/Scotland	3	2
Colby	12	5	Saint John's/MD	1	1
Colorado College	4	1	Skidmore	6	2
Colorado, U.	4	1	Southern Methodist	1	1
Columbia	31	16	Stanford	8	4
Connecticut College	6	1	Swarthmore	4	3
Cornell	25	5	Syracuse	13	1
Dartmouth	13	8	U. of Texas/Austin	5	2
Duke	14	5	Trinity	16	5
Emerson	1	1	Tufts	35	7
Emory	15	6	Tulane	14	2
Franklin Marshall	3	1	Union	8	1
George Washington	15	4	Vanderbilt	10	2
Georgetown	22	12	Virginia Tech	2	1
Harvard	28	24	U. of Virginia	8	2
Haverford	3	1	Wake Forest	2	1
Hobart/William Smith	7	2	Washington & Lee	1	1
Holy Cross	12	2	Washington U.	12	4
Indiana U.	3	1	Wellesley	13	4
Ithaca	7	1	Wesleyan	11	3
Johns Hopkins	17	5	William & Mary	1	1
Kenyon	3	1	Williams	5	2
Kings College/London	1	1	Xavier	1	1
Lafayette	3	1	Yale	25	18
Macalester	4	2			
U. of Maine	1	1			

U.S.V.I. & P.R.	3	Texas	16	Malaysia	1		
Massachusetts	473	Colorado	8	Mexico	1		
Rhode Island	10	Arizona	6	Papua New Guinea	2		
New Hampshire	39	New Mexico	2	Russia	4		
Maine	10	Nevada	2	Saudi Arabia	14		
Vermont	10	California	64	Scotland	1		
Connecticut	40	Hawaii	1	Senegal	1		
New Jersey	30	Oregon	1	Spain	3		
New York	139	Washington	8	Switzerland	1		
Pennsylvania	12	Alaska	1	Thailand	3		
Delaware	1			Turkey	2		
District of Columbia	5	Total U.S.	1,033	Uzbekistan	1		
Maryland	9			Venezuela	1		
Virginia	7						
West Virginia	4	Based on place of current		Total International	113		
North Carolina	11	residence, not citizenship.		Total U.S.	1,033		
South Carolina	4						
Georgia	6	Australia	1	School Total	1,146		
Florida	19	Belgium	1				
Alabama	3	Bermuda	1				
Tennessee	10	Bhutan	1				
Mississippi	1	Brazil	3	Girls	Boys	Total	
North Dakota	1	Canada	3				
Kentucky	5	Republic of China	1	Seniors	188	173	361
Ohio	10	People's Rep. of China	4	Uppers	137	165	302
Indiana	5	France	3	Lower	147	143	290
Michigan	8	Germany	5	Juniors	109	84	193
Iowa	3	Hong Kong	25				
Wisconsin	5	India	2		581	565	1,146
Minnesota	6	Indonesia	7				
Montana	1	Italy	1	Total Boarding Students	851		
Illinois	26	Jamaica	3	Total Day Students	295		
Kansas	3	Japan	7				
Nebraska	3	Kenya	2	Total			1,146
Louisiana	2	Korea	8				
Missouri	1						





TRUSTEES

CHARTER TRUSTEES

DAVID M. UNDERWOOD '54
B.A., LL.D.
elected 1983
elected President 1989
Houston, Texas

BARBARA LANDIS CHASE
A.B., M.L.A.
Clerk
elected 1994
Andover, Massachusetts

CHARLES J. BEARD II '62
A.B., J.D.
elected 1997
Lexington, Massachusetts

FREDERICK W. BEINECKE '62
B.A., J.D.
elected 1980
elected Treasurer 1989
New York, New York

CYNTHIA EATON BING AA'61
B.A.
elected 1991
New York, New York

BROUGHTON HAYWARD
BISHOP '45
B.S.
elected 1995
Camas, Washington

EDWARD E. ELSON '52
B.A., J.D.
elected 1997
Copenhagen, Denmark

RICHARD GOODYEAR '59
B.A., LL.B.
elected 1989
San Francisco, California

THOMAS C. ISRAEL '62
B.A.
elected 1997
New York, New York

CLINTON JANSEN
KENDRICK '61
B.A.
elected 1990
Bedford, New York

MOLLIE L. LASATER AA'56
B.A.
elected 1997
Ft. Worth, Texas

ELIZABETH PARKER
POWELL AA'56
B.A., M.A., M.B.A.
elected 1980
Wellesley Hills, Massachusetts

OSCAR LIU-CHIEN TANG '56
B.S., M.B.A.
elected 1995
New York, New York

BARBARA CORWIN
TIMKEN AA'66
B.A.
elected 1988
Washington, D.C.

ALUMNI TRUSTEES

SAMUEL C. BUTLER JR. '72
B.A.
Co-chair, Alumni Fund
elected 1998 for 2 years
Brooklyn, New York

TODD J. FLETCHER '87
B.A.
elected 1996 for 4 years
West Los Angeles, California

RICHARD B. PLATT '65
B.A.
Roseville, Michigan
elected 1998 for 4 years

JOHN E. RATTÉ '53
A.B., Ph.D.
elected 1996 for 4 years
Ashfield, Massachusetts

TAMARA ELLIOTT ROGERS '70
B.A.
Waban, Massachusetts
President, Alumni Council
elected 1998 for 2 years

STANLEY S. SHUMAN '52
B.A., J.D.
New York, New York
elected 1998 for 4 years

EX OFFICIO TRUSTEE

STEPHEN C. SHERRILL '71
B.A., J.D.
elected 1998 for duration of
campaign
New York, New York

TRUSTEES EMERITI

WILLIAM WADE
BOESCHENSTEIN '44
S.B.
1971-1990
Perrysburg, Ohio

STEPHEN BRADNER
BURBANK '64
A.B., J.D.
1980-1997
Philadelphia, Pennsylvania

GEORGE BUSH '42
A.B.
1967-1980
Houston, Texas

MELVILLE CHAPIN '36
A.B., J.D.
1974-1989 (President 1981-
1989)
Cambridge, Massachusetts

JOHN LEWIS COOPER '31
A.B.
1968-1981
Dover, Massachusetts

RICHARD LEE GELB '41
A.B., M.B.A.
1976-1994
New York, New York

ROBERT LIVINGSTON
IRELAND III '38
A.B., LL.B.
1960-1990
Thomasville, Georgia

CAROL HARDIN
KIMBALL AA'53
A.B.
1974-1991
Lyme, Connecticut

WILLIAM MILTON
LEWIS JR. '74
A.B., M.B.A.
1990-1997
New York, New York

JOHN D. MACOMBER '46
B.A., M.B.A.
1987-1995
Washington, D.C.

JOHN USHER MONRO '30
A.B.
1958-1983
Jackson, Mississippi

GERARD PIEL '33
A.B., D.Sc., Litt.D., L.H.D.,
LL.D.
1969-1985
New York, New York

ALEXANDER B. TROWBRIDGE '4
B.A.
elected 1985
Washington, D.C.

Nor think the difference mighty as it seems
Between life's morning and its evening dreams;
Fourscore, like twenty, has its tasks and toys;
In earth's wide schoolhouse all are girls and boys.

From *The School-Boy*
by Oliver Wendell Holmes

SELECTED ADMINISTRATORS

Office of the Head Of School

BARBARA LANDIS CHASE
Head of School
A.B., M.L.A.

REBECCA M. SYKES
Assistant Head of School
A.B., M.S.W.

Office of the Dean of Faculty

J. PHILIP ZAEDER
Dean of Faculty
B.A., M.Div.

Office of the Dean of Studies

VINCENT B.J. AVERY
Dean of Studies
S.T.L., S.T.D.

HERBERT HARRY MORTON III
Registrar
A.B.

VICTOR SVEC
*Associate Dean of Studies,
Scheduling Officer*
B.A.

Office of the Dean of Students and Residential Life

STEPHEN D. CARTER
*Dean of Students and
Residential Life*
Sc.B., M.A.L.S.

PRISCILLA K. BONNEY-SMITH
*Associate Dean of Students and
Residential Life*
B.A., M.A.T., M.A.

JOHN A. STRUDWICK
Abbot Cluster Dean
B.Sc., M.A., Ph.D.

FRANK L. HANNAH
Flagstaff Cluster Dean
A.B., A.M.

LINDA M. CARTER-GRIFFITH
Pine Knoll Cluster Dean
B.A., M.Ed.

PATRICIA C. RUSSELL
Rabbit Pond Cluster Dean
A.B., M.A.T.

KATHRYN A. BIRECKI
*West Quadrangle North
Cluster Dean*
B.S.

MARLYS A. EDWARDS
*West Quadrangle South
Cluster Dean*
B.A.

Business Office

NEIL H. CULLEN
Chief Financial Officer
B.A., M.A., Ph.D.

Office of Admission and Financial Aid

JANE FOLEY FRIED
Dean of Admission
A.B.

JAMES F. VENTRE
*Director of Financial Aid
Senior Associate Dean of
Admission*
A.B.

WILLIAM D. LEAHY
Associate Dean of Admission
B.A.

BRENDAN J. MCGRAIL
Associate Dean of Admission
B.A.

ALISON J. MEYER
Assistant Dean of Admission
B.A., Ed.M.

DEBORAH B. MURPHY
Associate Dean of Admission
B.A., Ed.M.

ELISA M. PIMENTEL
Assistant Dean of Admission
B.A.

CRAIG A. ROBINSON
*Director of Diversity and
Multicultural Recruitment
Admission Officer*
B.A., M.A.

GRACE TAYLOR
Officer Manager

Office of Academy Resources

PETER R. RAMSEY
Secretary of the Academy
B.A.

G. RODGER CROWE
Director of Development
B.S., M.B.A.

PATRICIA A. DIODATI
Director of Gift Administration

LINDA MASON-SMITH
Director of Annual Giving
B.A., M.B.A.

THERESA M. PEASE
Director of Communications
B.A.

JOSEPH B. WENNIK
Director of Alumni Affairs
B.A., M.A.

Office of Community and Multicultural Development

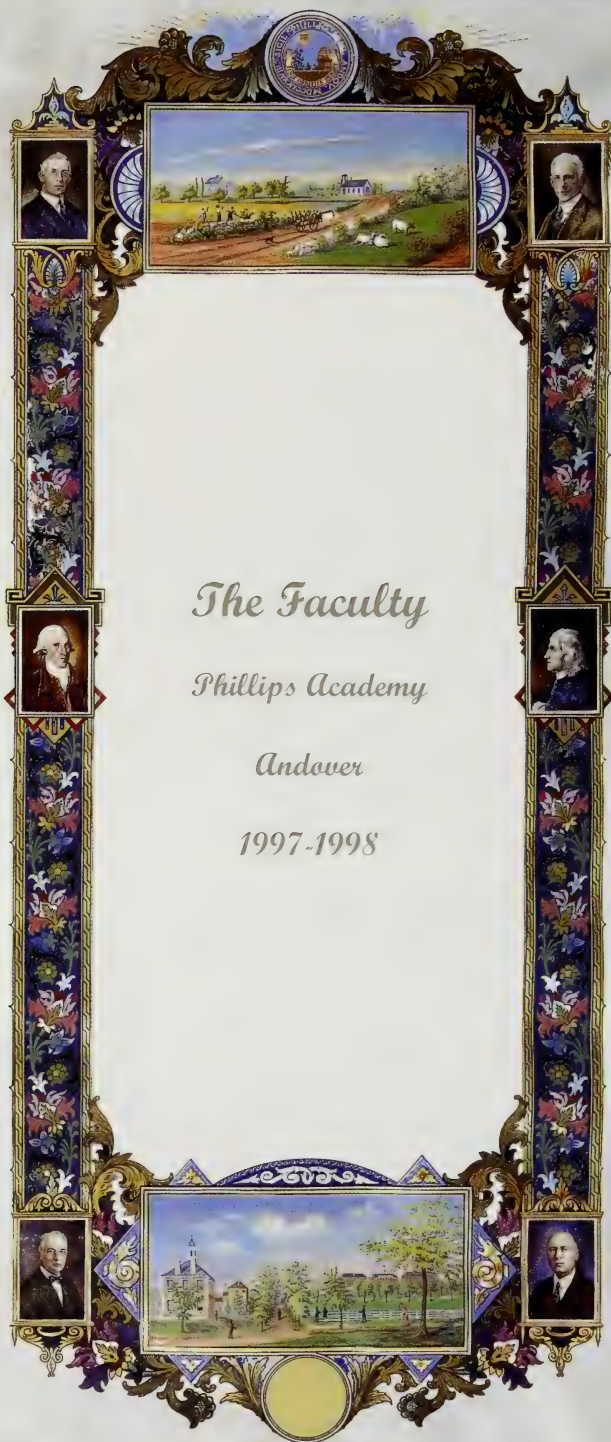
ROBERT A. EDWARDS
*Dean of Community and
Multicultural Development*
B.A.

Athletic Department

LEON A. MODESTE III
Director of Athletics
B.S.

KATHERINE ANNE
HENDERSON
Associate Athletic Director
B.S., M.S.

KAREN A. KENNEDY
*Assistant Athletic
Director/Scheduling Officer*
B.S.



The Faculty

Phillips Academy

Andover

1997-1998

ANDOVER FACULTY

The date following the name indicates the year the person joined the Andover faculty. This reflects faculty for the 1997-98 school year.

DONALD BLANCHARD ABBOTT 1991
Senior Development Officer
B.A. Yale College; B.D.
Episcopal Theological School

MAX CHARLES ALOVISETTI 1986
*Assistant Director of
Psychological Services*
Instructor in Psychology
B.A., M.S. City College of
NY; Ph.D. University of
Rhode Island

ELIZABETH GRACE AURENEN 1991
Instructor in Music
B.M., M.M. Eastman School
of Music

VINCENT BEDE JOHN AVERY 1976
Dean of Studies
*Instructor in Philosophy and
Religious Studies on the
Margaret and Maurice Newton
Teaching Foundation*
S.T.L. Gregorian University;
S.T.D. Academia
Alphonsiana, Rome

BRUCE WILSON BACON 1994
Instructor in Theatre
Technical Director
B.A. Amherst College; M.F.A.
Yale School of Drama

LESLIE VERONICA BALLARD 1973
Instructor in Chemistry
B.A. Sarah Lawrence College;
M.A.T. Harvard University

SETH BURTON BARDO 1981
Instructor in English
B.A. Yale; M.A.T. Harvard

DONALD THOMPSON BARRY 1980
Instructor in Mathematics
B.A. Carleton College;
M.Div. Yale Divinity School

ROXANNE SCOTT BARRY 1995
*Complementary House
Counselor; Academic Adviser*
B.A. Carleton College;
M.El.Ed. Goucher College

CLYFE GORDON BECKWITH 1992
Chair of Physics Department
Instructor in Physics
B.A. Dartmouth College;
M.S., Ph.D. Boston College

LOUIS MICHAEL BERNIERI 1977
Instructor in English
*Director of Andover Bread
Loaf Writing Workshop*
A.B. Harvard University;
M.A. Middlebury College

CARL WALKER BEWIG 1986
(ON LEAVE)
Director of College Counseling
B.A. Oberlin College;
M.A.Ed. Washington
University (St. Louis)

KATHRYN A. BIRECKI 1984
Athletic Trainer
*Instructor in Physical
Education*
B.S. Central Connecticut
State University

PRISCILLA KEENE BONNEY-SMITH 1974
*Associate Dean of Students and
Residential Life*
Psychological Counselor
Instructor in Life Issues
A.B. Bates College; M.A.T.
Brown University; M.A.
Lesley College

JAMES WESLEY BRADLEY 1990
*Director of the Robert S.
Peabody Museum of
Archaeology*
B.A. Allegheny College; M.A.,
Ph.D. Syracuse University

DALE ELLEN BRAILE 1996
Instructor in Mathematics
B.A. Williams College; M.A.
Dartmouth College

CAROLE BRAVERMAN 1979
Instructor in English
B.A. Brooklyn College; M.A.
Purdue University

CAROLYN B. BRECHER 1974
Instructor in Modern Dance
*Assistant Director of Audio-
Visual*
A.B. Bard College

NANCY BUDIN BROTHER 1981
*Director of Academic
Counseling*
B.S. University of Nebraska;
Ed.M. University of Lowell

KELLY STEPHEN BURKE 1997
Instructor in Art
B.F.A. Boston University;
M.F.A. Mass. College of Art



CARMA LEE BURNETTE 1996
*Assistant Director of the
 Institute for the Recruitment of
 Teachers*
 B.A. Brown University; M.A.
 University of Michigan

PETER M. CAPRA 1989
Senior Consultant
 B.A. Yale University; M.B.A.
 New York University

KEVIN FRANCIS CARDOZO
 1992
Instructor in Chemistry
 B.A. Haverford College

DEBORAH LYNN CARLISLE
 1992
Instructor in Chemistry
 B.S., M.S. University of
 New Hampshire

STEPHEN DOUGLAS CARTER
 1980
*Dean of Students and
 Residential Life*
Instructor in Mathematics
 Sc.B. Brown University;
 M.A.L.S. Wesleyan University

LINDA MARIE CARTER-
 GRIFFITH 1990
Dean of Pine Knoll Cluster
Instructor in English
 B.A. Vassar College; M.Ed.
 Cambridge College

ALBERT ROMAN CAUZ 1994
Instructor in Spanish
 B.A. Boston College; M.A.
 Middlebury College

ROBIN LOUISE CAVALEAR
 1993
Instructor in Music
 B.A. University of Lowell;
 M.M. New England
 Conservatory of Music

BARBARA LANDIS CHASE 1994
*Head of School on the
 Foundation in Honor of John
 P. Stevens Jr.*
 A.B. Brown University;
 M.L.A. Johns Hopkins
 University

COURTNEY LEIGH CHEREWICH
 1997
Instructor in English
 B.A. Princeton University;
 M.M. New England
 Conservatory of Music

A. JOHN PATTEN CHIVERS
 1960
Instructor in German
 A.B. Wesleyan University;
 A.M. Middlebury College

PETER MICHAEL CIRELLI 1994
Instructor in Music
 B.M. New England
 Conservatory of Music

NIKKI ROCHELLE CLEARE
 1994
Instructor in Mathematics
 B.S. Loma Linda University;
 M.A. University of Montana

ANDREW JAMES CLINE 1979
*Dean of West Quad North
 Cluster*
Instructor in Mathematics
 B.A. College of Wooster;
 M.A.L.S. Wesleyan University

THOMAS EDWARD CONE III
 1966
Instructor in Biology
Director of PALS Program
 B.S. Trinity College; M.A.T.
 Brown University

CHRISTOPHER CAPEN COOK
 1964
Instructor in Art
 A.B. Wesleyan University;
 M.F.A. University of Illinois

MARCELLE ANNE COOPER
 1992
*Instructor in History and
 Social Science*
 B.A. University of York,
 U.K.; Postgraduate Certificate
 of Education, University of
 Oxford, U.K.

BRIAN DAVID COX 1997
Athletic Trainer
 B.S. Northeastern University

DOUGLAS EVERETT CRABTREE
 1971
*Instructor in Mathematics on
 the Jonathan French
 Foundation*
 A.B. Bowdoin College; M.A.
 Harvard University; Ph.D.
 University of North Carolina

ROBERT LEE CRAWFORD 1971
*Instructor in History and
 Social Science*
 B.A. Northwestern
 University; S.T.B. The
 General Theological
 Seminary; M.A. University of
 Pennsylvania

ELAINE CRIVELLI 1997
Chair of Art Department
Instructor in Art
 B.A. West Chester University;
 M.F.A. University of
 Delaware

ELIZABETH WEINGART
 CULLEN 1987
Leadership Gifts Officer
 B.A. University of Rochester;
 M.A. Cornell University

NEIL H. CULLEN 1986
Chief Financial Officer
 B.A. University of Rochester;
 M.A. Cornell University;
 Ph.D. Michigan State
 University

MARGARITA CURTIS 1986
*Head of Division of Modern
 and Classical Languages*
Instructor in Spanish on the
Francis C. Robertson
Bicentennial Instructorship
 B.A. Tulane University; B.S.
 Mankato State University;
 M.A., Ph.D. Harvard
 University

KATHLEEN MARY DALTON
 1980
Instructor in History and
Social Science on the Cecil F.P.
Bancroft Teaching Foundation
 B.A. Mills College; M.A.,
 Ph.D. Johns Hopkins
 University

GEORGE MACNAMARA DIX
 1972
Instructor in Modern Languages
 A.B. Brown University; A.M.
 Middlebury College

KATHRYN ANN DOLAN 1990
Instructor in Physical
Education
 B.S. University of New
 Hampshire

PETER LAWRENCE DRENCH
 1986
Associate Director of College
Counseling
Instructor in History and
Social Science
 B.A. Cornell University; M.A.
 Tufts University

KEVIN J. DRISCOLL 1997
Director of Student Activities
 B.A. Saint Michael's College

MICHAEL JOSEPH EBNER 1995
Protestant Chaplain
 B.A. Rollins College

TERRY JOYCE EBNER 1997
Complementary House
Counselor
 B.A. Rollins College

MARLYS ANN EDWARDS 1990
Dean of West Quad South
Cluster
Instructor in English
 B.A. Brooklyn College

ROBERT ANDREW EDWARDS
 1986
Dean of Community and
Multicultural Development
 B.A. Howard University

CYNTHIA J. EFINGER 1993
House Counselor
 B.A. University of Utah

MARK EDWARD EFINGER
 1993
Chair of Theatre Department
Instructor in Theatre
 B.A. Middlebury College;
 M.F.A. University of North
 Carolina

ADA MEI FAN 1983
Instructor in English
 B.A. Harvard-Radcliffe; M.S.
 Boston University; M.A.,
 Ph.D. University of Rochester

SUSAN C. FAXON 1986
Associate Director and Curator
of Addison Gallery on the
Robert M. Walker Foundation
for Curator/Art Historian
 B.A. Smith College; M.S.
 Columbia School of
 Architecture

MARTHA GOURDEAU FENTON
 1994
Instructor in Physical Education
 B.A. Bowdoin College

KELLY MARIE FLYNN 1994-95,
 1997
Instructor in English
 B.A. Harvard University;
 M.F.A. University of Iowa

JANE FOLEY FRIED 1991
Dean of Admission on the
Joshua Lewis Miner III
Deanship of Admission
Foundation
 B.A. Bowdoin College

SHAWN FULFORD 1989
Instructor in Mathematics
 B.S. William and Mary; M.A.
 Duke University

EDWARD BARNARD GERMAIN
 1979 (ON LEAVE)
Instructor in English
 B.A., M.A., Ph.D. University
 of Michigan

AGATHA LOUISE GIGLIO 1996
House Counselor
School Nutritionist
 B.S. University of New
 Hampshire; M.S.
 Framingham State College

ELLEN MARY GLOVER 1991
 (ON LEAVE FALL TERM)
Instructor in Mathematics
 B.A. Mount Holyoke College;
 M.Ed. Harvard University

LYDIA BUTLER GOETZE 1980
Chair of Biology Department
Instructor in Biology on the
A. Wells Peck Teaching
Foundation
 A.B. Radcliffe College;
 M.A.T. Johns Hopkins
 University

JOHN ALLEN GOULD 1982
Instructor in English
 B.A. Williams College; M.A.
 Indiana University

MARY FULTON GRAHAM 1985
Instructor in English
B.A. Mount Holyoke College;
M.A. University of Virginia;
Ph.D. University of New
Hampshire

CHAD ALLAN GREEN 1996
Director of Community Service
B.A. Lewis and Clark College

MAXINE S. GROGAN 1989
Dean of Summer Session
Admission
B.A. Merrimack College

CHRISTOPHER JUDE GURRY 1974
Instructor in History and
Social Science on the Martha
Cochran Foundation
A.B. Harvard College; M.A.
Tufts

MICHAEL HALL 1992
Roman Catholic Chaplain
Instructor in History and
Social Science
B.A. Catholic University of
America; M.A. Cambridge
University; Ph.D. McGill
University

WOODRUFF WENDELL
HALSEY II 1986
Executive Director of School
Year Abroad
A.B. Princeton University;
M.A. Middlebury College

MARTIEN ALEXANDRA
HALVORSON-TAYLOR 1996
Instructor in Philosophy and
Religious Studies
B.A. Yale University; M.Div.
Harvard Divinity School

THOMAS ROBERT HAMILTON 1969
Instructor in Biology
B.S. Tusculum College; M.S.
University of Pennsylvania;
M.A.T. Brown University;
Ph.D. Ball State University

YUAN HAN 1988
Chair of Chinese Department
Instructor in Chinese
B.A. Shanghai Foreign
Language Institute; M.A.,
Ph.D. Ohio State University

FRANK LEE HANNAH 1968
Dean of Flagstaff Cluster
Instructor in Mathematics
A.B., A.M. Dartmouth
College

MARGARET LUCILLE
HARRIGAN 1992
Instructor in Art
B.F.A. Tufts University;
M.F.A. University of
Connecticut

JEFFREY WOODS HARRISON 1997
Writer in Residence
Instructor in English
B.A. Columbia University;
M.F.A. University of Iowa

JULIA WELLS HARRISON 1997
Instructor in Art
B.A. Barnard College;
M.Arch. University of
Maryland

KEVIN PATRICK HEELAN 1983
Instructor in Theatre
B.A. St. Mary's College of
Maryland; M.F.A. Smith
College

KIMBALL DAVIS HEELAN 1991
Co-House Counselor
B.A. Smith College

KATHERINE ANNE
HENDERSON 1984
Associate Athletic Director
Instructor in Physical
Education
B.S. State University of New
York; M.S. University of New
Hampshire

VICTOR WILLIAM
HENNINGSEN III 1974-79,
1985
Chair of Department of History
and Social Science on the Class
of 1945 Teaching Foundation
Instructor in History and
Social Science
B.A. Yale; A.M. Stanford;
Ed.M., Ed.D. Harvard

HENRY LYNN HERBST 1972
Chair of French Department
Instructor in French
A.B. Hamilton; A.M.
University of Pennsylvania

SALLY CHAMPLIN HERBST 1974
Instructor in French
A.B. Mount Holyoke College;
M.A. Tufts

JENNIFER BEATRICE HICKMAN 1994
Instructor in History and
Social Science
B.A. Smith College

THOMAS SALKALD HODGSON 1977
Chair of Department of
Philosophy and Religious
Studies
Instructor in Philosophy and
Religious Studies on the
Richard J. Stern Instructorship
B.A. Williams College; M.A.
Yale University

LEON MELVIN HOLLEY JR.
1993

Instructor in Biology
B.S. Howard University;
M.A. Hampton University

CHENG-YU HUANG 1986

Instructor in Mathematics
B.A. Shanghai University;
M.A. Ohio State University

CAROL JANE ISRAEL 1985

Director of Psychological Services
Chair of Psychology Department
Instructor in Psychology
B.A., M.A., Ph.D. University of Chicago

MARGARET N. JACKSON 1983

Assistant Director of Psychological Services
Instructor in Psychology
B.A. State University of New York at Binghamton; M.Mus. Manhattan School of Music; M.A., Ph.D. Long Island University

HELMUTH WULF JOEL JR.
1985

Instructor in English
B.A. Dickinson College;
M.A., Ph.D. University of Pennsylvania

SUZY COLETTE JOSEPH 1980

Instructor in French
Licence d'Anglais, La Sorbonne; M.A. Indiana University

PAUL KALKSTEIN 1970

Instructor in English on the William M. Newman Teaching Foundation
A.B. Princeton; M.A.T. Yale

RICHARD JON KELLER 1992

School Physician
Board Certified Pediatrics and Pediatric Endocrinology
B.S. Yale University; M.D. New York University School of Medicine

CAROLYN EMILY KELLY 1986

Instructor in English
B.A. Yale College; M.A. Simmons College

KAREN ANGELA KENNEDY
1985

Assistant Athletic Director/Scheduling Officer
Instructor in Physical Education on the Lumpkin Family Bicentennial Instructorship
B.S. Springfield College

CRISTINA SUAREZ KERESKES
1986

Instructor in Chemistry
B.S., M.S. Purdue University

NICHOLAS VAN HOUTEN KIP
1968

Chair of Classics Department
Instructor in Classics
A.B. Princeton; M.A. Trinity College

NEIL E. KOMINSKY 1995

Jewish Chaplain
B.A. Harvard College;
B.H.L., M.A.H.L., Hebrew Union College

MARC DANA KOOLEN 1974

Instructor in Biology
B.S. St. Lawrence University;
M.S. Purdue University

CARL EDWARD KRUMPE JR.
1960

Instructor in Classics and in History and Social Science on the Alfred Ernest Stearns Teaching Foundation
A.B. Wabash College; A.M. Brown University

ELIZABETH CHAMBERLIN
KRUMPE 1981

Co-House Counselor
Academic Adviser
Cooley House Manager
B.A. Radcliffe College; M.A. Harvard; Ph.D. Boston University

DOUGLAS JOHN KUHLMANN
1983

Chair of Mathematics Department
Instructor in Mathematics
B.S. St. Louis University;
M.A., Ph.D. Northwestern

MICHAEL J. KUTA 1983

Head Athletic Trainer
Instructor in Physical Education
A.S. Berkshire Community College; B.S. Northeastern University

JUDITH R LANDOWNE 1995

House Counselor
B.A. Franklin & Marshall College; M.A. New York University

CORBIN FREDERICK LANG
1996

Instructor in Mathematics
B.S. University of Oregon;
M.S. Montana State University

NANCY MARIE LANG 1993

Instructor in Mathematics
B.A. Cornell University; M.S. University of Massachusetts at Lowell

WILLIAM DENNIS LEAHY 1991
Associate Dean of Admission
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 1980-1988

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 1953-1989

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 Sunapee, New Hampshire
 1974-1989

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 1955-1991

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 1969-1992

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 1965-1993

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 1975-1994

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1957-1994

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1961-1995

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1974-1996

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1958-1996

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1959-1997

TRAVELING TO ANDOVER

If traveling by car from Boston, take Route 93 north for about 19 miles. Take Exit 41, then turn right (east) on Route 125 for two miles. Turn right onto Route 28 and go north about four miles to the Andover campus. Turn right at the Bell Tower on the corner of Route 28 and Salem Street. The Admission Office is the first building on the right.

If driving from Logan Airport, follow the signs to Boston via the Sumner Tunnel and follow Route 93 north signs.

From Route 495 north or south take Exit 41A, marked Andover, and proceed south on Route 28 through the town of Andover. The Phillips Academy campus is approximately one mile south of Andover center. Turn left on Salem Street, by the Bell Tower.

Trombly Commuter Line runs buses to Andover from the Transportation Building in Park Square, Boston. Visitors should call (978) 937-3626 for up-to-date information.

Inns and Motels in the Area

Andover Inn
Chapel Avenue, Andover
(978) 475-5903

The Andover Marriott
123 Old River Road, Andover
(978) 975-3600,
(800) 228-9290 (at Route 93)

Comfort Suites
106 Bank Road, Haverhill
(978) 374-7755
(Exit 49 off Route 495)
(800) 521-7760

Courtyard by Marriott
10 Campanelli Drive,
Andover
(978) 794-0700,
(800) 321-2211
(next to Marriott Hotel)

**Holiday Inn-
Tewksbury/Andover**
(978) 640-9000 (Route 495
and Route 133)

The Hampton Inn
224 Winthrop Avenue,
Lawrence
(978) 975-4050
(Route 114 and Route 495)

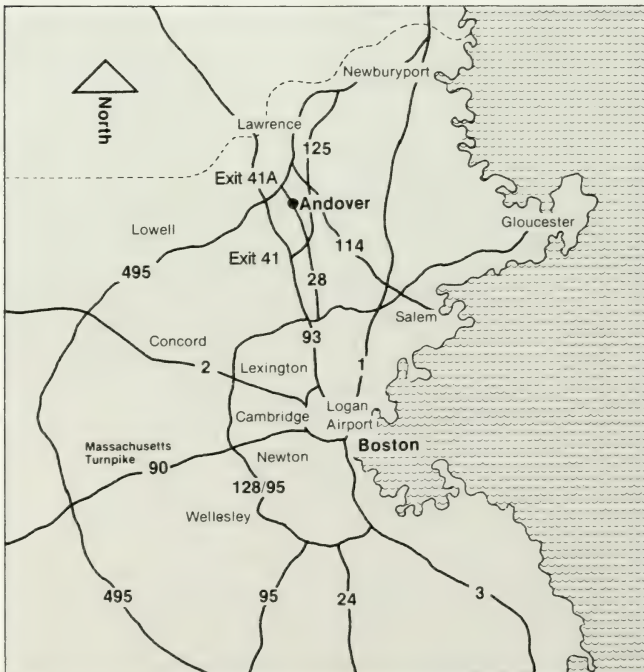
Ramada Rolling Green Hotel
311 Lowell Street, Andover
(978) 475-5400 (junction
Routes 93 and 133)

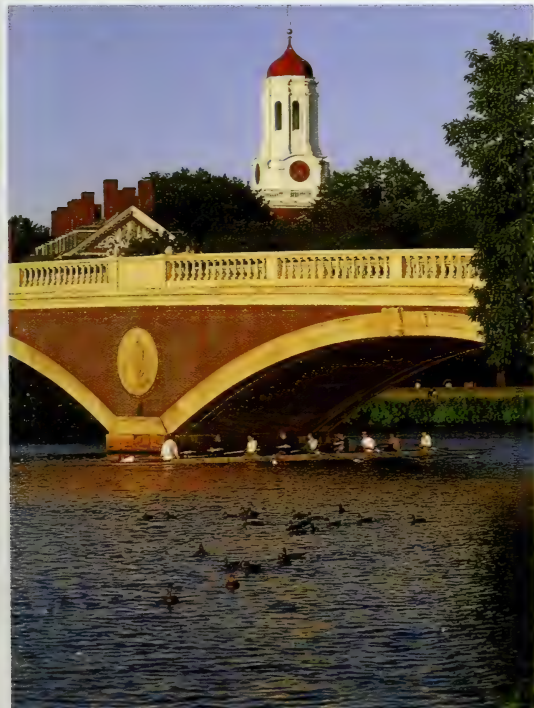
Residence Inn by Marriott
Andover Street, Tewksbury
(978) 640-1003
(off Route 495)

The Sheraton Inn
50 Warren Street, Lowell
(978) 452-1200

Susse Chalet
1695 Andover Street,
Tewksbury
(978) 640-0700
(Route 133 and 495)

Tage Inn
131 River Road, Andover
(978) 685-6200,
(800) 322-8243 (at Route 93)





*Andover is a
30-minute drive
from downtown
Boston (above) and
Cambridge (left).*













Notes on Andover:



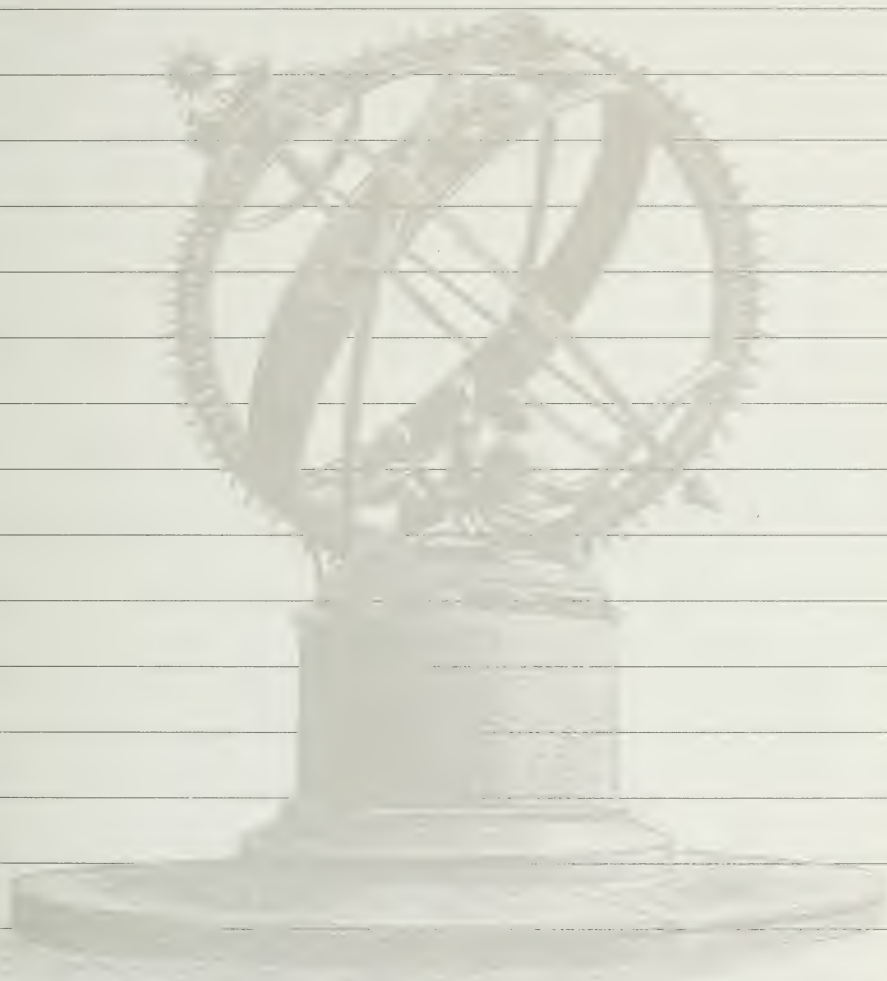
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Notes on Andover:



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CALENDAR 1998-1999

Fall Term

Sept. 8, Tues.	Faculty return
Sept. 12, Sat.	New students arrive and register
Sept. 14, Mon.	Returning students return and register
Sept. 16, Wed.	Classes begin
Oct. 23, Fri.	Mid-term academic review
Oct. 30-Nov. 1, Fri.-Sun.	Parents' Weekend (all parents)
Nov. 2, Mon.	College Visiting Day (no classes)
Nov. 24, Tues.	Thanksgiving vacation begins, 1 p.m.
Nov. 30, Mon.	Thanksgiving vacation ends, 8 p.m.
Dec. 7, Mon.	Classes end, 1 p.m.
Dec. 12, Sat.	Winter vacation begins, 12 noon

Winter Term

Jan. 5, Tues.	Winter vacation ends, 8 p.m.
Feb. 5, Fri.	Mid-term academic review
Feb. 15, Mon.	Mid-winter holiday (no classes)
Mar. 8, Mon.	Classes end, 1 p.m.
Mar. 13, Sat.	Spring vacation begins, 12 noon

Spring Term

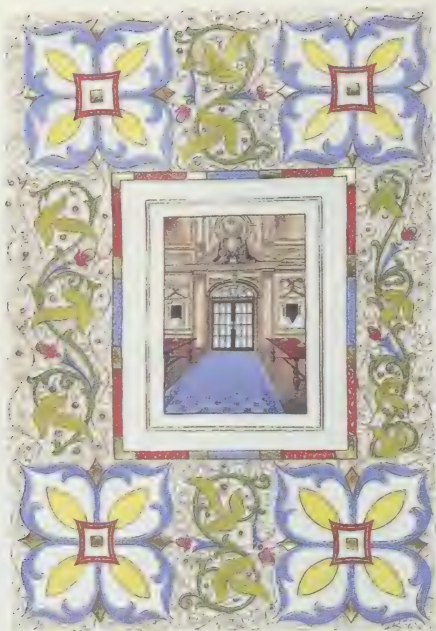
Mar. 30, Tues.	Spring vacation ends, 8 p.m.
Apr. 19, Mon.	College Visiting Day (no classes)
April 30, Fri.	Mid-term academic review
May 28, Fri.	Classes end, 3 p.m.
June 6, Sun.	Commencement
June 11-13, Fri.-Sun.	Alumni Reunions
June 29, Tues.	Summer Session begins
Aug. 4, Wed.	Summer Session ends



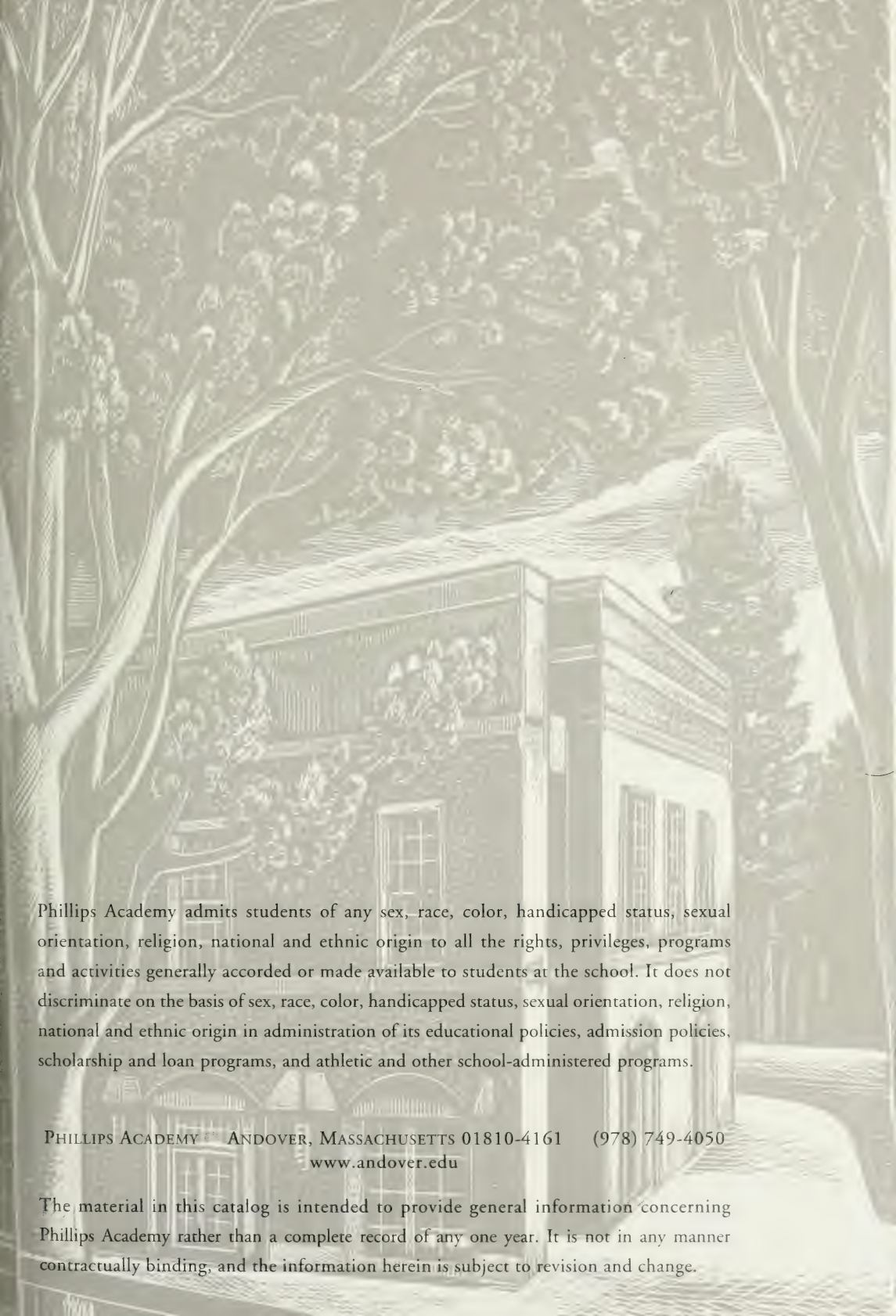




AND OVER



This book belongs to:



Phillips Academy admits students of any sex, race, color, handicapped status, sexual orientation, religion, national and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the school. It does not discriminate on the basis of sex, race, color, handicapped status, sexual orientation, religion, national and ethnic origin in administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other school-administered programs.

PHILLIPS ACADEMY • ANDOVER, MASSACHUSETTS 01810-4161 (978) 749-4050
www.andover.edu

The material in this catalog is intended to provide general information concerning Phillips Academy rather than a complete record of any one year. It is not in any manner contractually binding, and the information herein is subject to revision and change.





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PART ONE: WELCOME TO ANDOVER



9

"I heard this absolutely wonderful story about a young man from a rural area in Oregon, Jeremy Kurzyniec, whose seventh-grade teacher noticed how bright and capable he was, and how interested in learning. The teacher followed Jeremy's progress, told him and his parents about Andover, and helped get Jeremy an application. It turns out the teacher was an Andover graduate, as were his father and grandfather.

Meanwhile, in East Los Angeles, a school counselor was impressed in much the same way with a student named Diana Lopez. Diana's family, though, didn't want her to go to a school so far away from home. But the family listened to the counselor and visited Andover, and after a day or two on campus, Diana's father said, "OK. Now I want to go." Diana loves languages. She's studied Spanish and now Italian. I think about the diversity in just those two students, who had never heard of this place—and the impact of two teachers who care about young people!"

—Barbara Chase, Head of School

"Earlier this year The Phillipian sponsored a Friday Forum lecture given by PA faculty members Temba and Vuyelwa Maqubela. Mr. and Mrs. Maqubela spoke so eloquently and candidly of their struggles in apartheid-ravaged South Africa. They went on to explain how they have found a true and welcoming home here at Andover. After their lecture, I really began to appreciate how special, unique and diverse Andover is and how magnetic our school seems to be in attracting some of the most inspiring people you'll ever meet."

—Nick Collins, Reading, Mass.

GREETING FROM THE HEAD OF SCHOOL

Barbara Landis Chase



In our contemporary world, there are few places that provide a strong sense of community to the people who live and work in them. Phillips Academy students and faculty have found just such a place. The author John Gardner writes, "The traditional community could boast generations of history and continuity. Only a few communities today can hope to enjoy any such heritage." Andover's 221-year history creates the kind of continuity that is, indeed, rare in American secondary schools or in institutions of any kind. We invite you to experience our community as you come to know Andover through the process of applying for admission.

Andover was founded during the American Revolution on the principle that it would be open to "Youth from every quarter" and with the motto *non sibi*, which means "not for one's self." These ideals have created a shared culture of respect for and service to others that has endured for two centuries. Today, a \$7.1 million financial aid budget helps to make those ideals a reality. Students at Andover do indeed come "from every quarter" of the globe and of society. They come together on the common ground of their academic excellence and commitment to others, even as they celebrate their diversity and strive for individual achievement.

The quality of Andover's academic and residential programs resides in the range and depth of course offerings and in the personal and professional strength of the faculty. Students here are able to take academic courses and to participate in extracurricular

activities that are not available at most other secondary schools: Students may study Chinese, organic chemistry, or architecture, for example, or they may participate in world-class math competitions, manage an FM radio station, perform in a jazz band, or act in a theatre production under the direction of a Broadway playwright. In all these endeavors, Andover students are guided by faculty members who are extremely talented and productive in their fields of expertise. They are athletes, poets, scientists, musicians, authors, linguists, historians, mathematicians, and above all, mentors to their students.

11

To ensure the faculty can devote enough time to each Andover student, and that the academic and residential programs evolve in accordance with our students' ever-expanding abilities as well as their traditional needs, the school is in the midst of enacting some changes designed by a faculty steering committee and approved by the wider faculty. We are moving over a period of four years (1996-2000) from a school of 1,180 students to a school of 1,025; we are redesigning some courses and the schedule and calendar, and we are considering new models for interdisciplinary classes. To be visionary in our perspective, as were the school's founders, in pursuit of goodness and excellence, is a tradition Phillips Academy works hard to uphold.

I join the entire community in welcoming you to Phillips Academy. Some of you will spend time on campus, others may come to know the school only through this catalog and an interview with a representative alumnus or alumna, but all of you will become, for a moment at least, an important part of the school and its long tradition. Welcome.



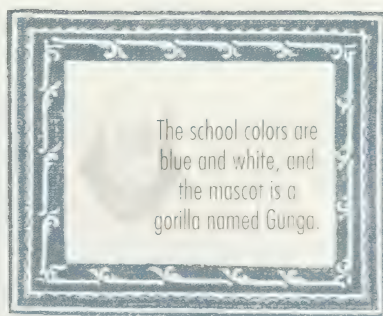
"I believe I have become a little more outgoing, a little more open since I have been at PA. Before I came to Andover, I was afraid to speak my mind because of what others might say. Now, I have no fear. I've gained confidence, which will continue to serve me in all of my future endeavors."

—Nnamdi Okike, Boylston, Mass.



"I think it is important to explore all Andover has to offer. It is an environment that offers as much as a college. Visiting lecturers, community service, theatre and musical performances, the Addison Gallery of American Art—these all provide learning opportunities outside of the classroom, which are as important as the classes themselves."

—Juliana Priest, New Haven, Conn.



INTRODUCTION

Jane Foley Fried, *Dean of Admission*



Applying to secondary school can be quite an adventure as you study the schools that interest you and embark on an admission process in which you will be asked to write and talk about yourself. What will you write? Who are you now?

You know the things you have accomplished so far—the academic classes you have taken, the service you have performed in your community, the sport or art you've worked at so hard, the moments when your family needed you and you gave of yourself. But what of the future? The admission process will give you a chance to celebrate who you are, but it will challenge you to think about who you may yet become. What are your needs, and what are your desires? What are your current interests, and what might just interest you that you have never even considered before? Do you have dreams, and where can you reach them?

If you are going to leave your home or your hometown school for a boarding school, you will want to choose a school that meets your needs and desires and that you will not outgrow, but that will grow with you through your high school years.

We are delighted you have taken an interest in Andover. This historic school is known for the breadth and depth of its curriculum and co-curriculum and for the enormous variety of experiences we offer. The faculty and students here have gathered from cities and suburbs and tiny towns and villages all over this country and the world in order to pursue their dreams together. Our campus is large, but the cluster system of neighborhoods provides the support found in schools a quarter of our size.

HISTORIC TIMELINE

The town of Andover, Massachusetts, is incorporated in **1646**.



On **April 21, 1778**, Phillips Academy is founded for boys by 26-year-old Samuel Phillips Jr. Now the oldest incorporated boarding school in the nation, Phillips Academy at the outset accepted boys of varying



ages and first enrolled 13 students. The Phillips Academy Constitution states that the students must be able to read English to be admitted.

In Phillips Academy's first class of **1778** is six-year-old Josiah Quincy, who grew up to be the mayor of Boston and president of Harvard.

In **1780** 8 a.m. devotional exercises are required of all students.



Andover is a coeducational boarding school for students in grades nine through 12 and postgraduates. We welcome approximately 190 ninth-graders, 80 10th-graders, 30 11th-graders, and 35 one-year seniors (12th-graders and postgraduates) each year. The admission process begins with the Preliminary Application located in the pocket at the back of this catalog along with our campus map.

Andover is a unique school, and this catalog is quite unique as well. From the voices of the faculty and students and the resources of the academy's archives and museums, we've created text, graphics and also a timeline, beginning on the previous page, of notable moments in the school's history. Along with this catalog you'll receive the companion *Course of Study* book, which describes our 290 academic courses in detail. Together, these documents should give you a good sense of Andover's rich history, exceptional program and community spirit. We take great pleasure in introducing you to Andover as we anticipate the great pleasure of learning more about you.

We invite you to visit the Office of Admission this year in our temporary headquarters in Cooley House, located on the corner of Route 28 (Main Street) and Dwight Street, one block south of the Memorial Bell Tower. (See page 176 for directions.) The admission center at Hardy House is undergoing a major renovation and is expected to reopen in the summer of 2000.

ANDOVER

The school's name is Phillips Academy, but most people call it Andover, the name of the picturesque town in northeastern Massachusetts in which the school is located.



A year after Harvard does, Andover adds French to the curriculum in 1781.

In 1781 Phillips Exeter Academy is founded by John Phillips, Samuel Phillips' uncle.

Paul Revere, known as the best craftsman of metals in Boston at the time, is commissioned in 1782 to

make the Phillips Academy Seal. Around the symbol of a rising sun and a hive of industrious bees, he engraves the educational faith of Andover's founders—"The end depends upon the beginning." The founders'

religious and patriotic commitment to the common good is symbolized by the second motto on the silver seal *non sibi*, meaning "not for one's self."



STATEMENT OF PURPOSE



hillips Academy is a residential high school that seeks students of character and intelligence from diverse ethnic, racial, socioeconomic and geographic backgrounds.

The academy's scholastic program is designed to foster excellence in all disciplines associated with the liberal arts tradition. Faculty members guide students to master skills, to acquire knowledge, and to think critically, creatively and independently. The school strives to help young people achieve their potential not only in intellectual understanding, but also in aesthetic sensitivity, physical well-being, athletic prowess and moral decisiveness so that they may lead productive, responsible lives.

Committed to discovering authentic sources of community, the academy strives to understand and respect the differences that arise in a multicultural setting. Academic and residential programs encourage sensitivity to issues of gender, race and social class. The school's residential structure fosters close association between faculty and students for personal, social and intellectual development.

Andover's 1778 Constitution charges the academy to prepare "Youth from every quarter" to understand that "goodness without knowledge is weak and feeble; yet knowledge without goodness is dangerous." This obligation challenges students in mind, body and spirit to see beyond themselves and to go beyond the familiar; to remain committed to developing what is finest in themselves and others, for others and themselves.

This revised version of the Statement of Purpose, voted by the faculty in spring 1988, reaffirms the academy's goals set forth in the Constitution of 1778.



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In 1783, Howell Lewis, a Virginian, is one of the first adventurous students from outside of New England to attend Phillips Academy. He was the nephew of George Washington.

President George Washington stops at Phillips Academy in 1789 during his tour of New England. Washington addresses the school and holds an informal reception, which he attends on horseback.



ELIPHALET PEARSON



*Roll the round century's five-score years away,
Call from our shared past that earliest day
When great Eliphalet I can see him now -
Big nose, big fangs, big voice, and beeding brow,
They young Eliphalet, rules the row of boys
In homage given, in old-world courtesy,
And says for fashion's whims, the benches show
The self-same youths, the very boys we know.*

he boys who took their places on the hard benches in the do-
joiner's shop were not harassed by the intricacies of a com-
plex curriculum, or by the problem of choosing among seduct-
ive optional courses. The schedule of work prepared by Pre-
ceptor Pearson included only Latin, Greek, a little - a very
little - mathematics, and some reading in religious treatises.
They complained of being obliged to get by heart passages from Chee-
se, or *Short Introduction to the Latin Tongue*, one of the standard
textbooks. Much of this, as he confessed, he was unable to understand.

very, though ready, was not tenacious, and the rule being that those
who advanced until the first book was conquered, I was kept in Chee-





Phillips Academy, founded in rural New England during the Revolutionary War, speaks today to the richness of many traditions and is testimony to the dreams and aspirations, viable still, of its founders. Although it has been coeducational only since 1973, the recognition of the importance of education for both young men and young women was present at the beginning.

In 1778, Samuel Phillips and his wife, Phebe, made a “bargain.” If she would move from Cambridge to Andover to help him in establishing Phillips Academy, he would afterward join her in founding an academy for girls. And so the commitment was made and the educational endeavor begun.

On April 21, 1778, the Constitution of Phillips Academy was signed. Both Samuel and Phebe Phillips died before her dream of a girls’ school could be realized, but not before the dream could be handed on to willing hearts. In 1828, Phillips Academy trustees and other Andover residents met with Mme. Sarah Abbot to plan the school that would open its doors on May 6, 1829, as Abbot Female Academy, one of the first schools in New England to be founded for young women.

Each school in the years that followed remained faithful to the commitments made in their constitutions: “to enlarge the minds and form the morals of the youth committed to its care.” Each had a long and rich life and witnessed its students’ growth, both in self-discovery and in service to others. And in 1973, Samuel and Phebe Phillips’ bargain was realized anew, as Phillips Academy and Abbot Academy merged and created a distinctive coeducational institution that combined the best of both traditions. “Finis origine pendet,” the academy seal affirms. The end does indeed depend upon the beginning.

—Jean St. Pierre

Instructor in English and Theatre

Abbot Academy

Phillips Academy



Eliphalet Pearson is Phillips Academy's first headmaster.

In 1789, the first scholarships from John Phillips are recorded “in consideration of further promoting the virtuous and pious education of Youth.”



Samuel F.B. Morse, inventor of the telegraph and originator of the Morse Code, graduates in the class of 1805.

In 1805 the initial instruction in writing, music, and the rudiments of mathematics are required.











AN OVERVIEW



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CAMPUS

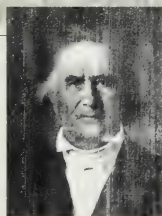
Phillips Academy's 500-acre campus rolls across a hilltop in the town of Andover, Massachusetts, about 21 miles north of Boston and about the same distance west of Salem, Gloucester and the sea. Elm-shaded paths crisscross campus lawns and quadrangles that lead to more than 160 buildings, including the Addison Gallery of American Art, the Oliver Wendell Holmes Library and the Robert S. Peabody Museum of Archaeology.

[A map of the campus can be found in the pocket at the back of the catalog.]

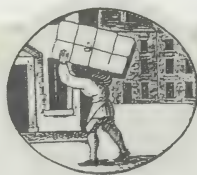
RESOURCES

The school's endowment of approximately \$400 million (as of December 31, 1998) supports student scholarships and tuition, maintenance of the campus, academic programs and the academy's faculty. Among the school's resources are 619 dormitory rooms, 72 classrooms, an astronomical observatory, more than 120 computers, a video and electronic imaging center, language and music laboratories, a licensed FM radio station, five extensive science laboratories, a 65-acre bird sanctuary, 34 art and music studios, a state-of-the-art theatre complex, three gymnasiums, two swimming pools, 18 playing fields, 25 tennis courts, two dance studios, an all-weather track and a covered hockey rink.

In **1808** the Andover Theological Seminary is founded on property adjoining Phillips Academy.



Headmaster John Adams adds the study of Thucydides and Herodotus to the curriculum in **1810**.



In **1811** William Goody walks 60 miles from home to attend Phillips Academy, carrying his trunk on his back.

THE FACULTY

Andover has 217 full-time and part-time faculty members who hold, among them, 158 Ph.D. and master's degrees. Extraordinarily talented in their fields of expertise, they are committed educators who offer guidance and support not only in the classroom but in all aspects of their students' development, including athletic ability, social skills, multicultural awareness and ability to make moral decisions. Because classes average only 14 students and the school's overall student/faculty ratio is 5-to-1, Andover's talented faculty, 95 percent of whom live on campus, are able to guide their young students effectively.

STUDENTS: "YOUTH FROM EVERY QUARTER"

Andover's 1,080 students, equal numbers of boys and girls, come from approximately 46 states and from 26 countries, and each brings to campus a treasure of experiences and traditions to share. Of many different religions and cultures, the students are partners in a multicultural community that has been celebrating diversity for more than 200 years. Informally, in conversations on campus and simply by living and studying together, our students constantly teach each other about their backgrounds and cultures. Formally, the school's office of Community and Multicultural Development sponsors dozens of lectures, films, special programs and cultural celebrations throughout the year.

About 10 percent of the student body is international.

About 30 percent of the student body is composed of students of color.

About 40 percent of the student body receives need-based financial aid.



AN OVERVIEW

ANDOVER'S GRADES HAVE UNUSUAL NAMES:

9th-graders are called **juniors**. As the school's youngest members, juniors have a special academic and residential program designed to guide them successfully through their first year.

10th-graders are called **lower-middlers or lowers**. Lowers, too, have a special program, the Life Issues curriculum, a series of classes with topics ranging from peer relations to community work.

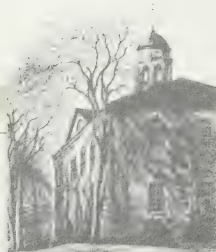
11th-graders are called **upper-middlers or uppers**.

12th-graders and **postgraduates** are **seniors**.

Much could I tell you that you know too well;
Much I remember, but I will not tell;
Age brings experience; graybeards oft are wise,
But oh! How sharp a youngster's ears and eyes!

From *The School-Boy*
by Oliver Wendell Holmes
Class of 1825

In 1814, graduation ceremonies at the end of the year are instituted and Wednesday afternoons are reserved for declamations.



Bulfinch Hall, designed by Charles Bulfinch, is built in 1819.

Discussion begins in 1820 on the course of study necessary to prepare for college. Twenty subjects are studied, 13 of which are in Latin and Greek.



In 1825 Oliver Wendell Holmes, poet, literary leader, and doctor, graduates from Phillips Academy. Holmes immortalized Bulfinch Hall, "the classic hall" his 1878 poem *The School-Boy*.

CLUSTERS: "COMMUNITIES WITHIN A SCHOOL"

The cluster system of five "communities within a school," each a neighborhood on the campus, is the heart of Andover's campus life. Designed to create opportunities for close student-faculty contact, clusters give students the advantages of a small residential community. Each cluster of about 200 boarding and day students and 40 faculty families is led by a cluster dean and is a microcosm of the school at large, including students from all backgrounds with all sorts of interests. Student orientation, intramural sports, weekday social functions, Blue Key activities and discipline are all organized by cluster. During the course of the school year, each cluster takes on its own distinct personality and spirit. (Cluster affiliations do not affect academics, extracurricular activities or interscholastic athletics.)

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The five clusters, organized by the geographic locations of their member dorms, are Abbot, Flagstaff, Pine Knoll, West Quad North and West Quad South.



The Blue Key

The Blue Key organization is in charge of Andover's

school spirit. Its members, energetic seniors, have been known to paint their faces vivid shades of blue for the Andover-Exeter football games.

"Do females possess minds as capable of improvement as males?" is the subject of the 1827 Philomathean Society debate.



On May 6, 1829, Abbot Academy, one of the first educational institutions in New England to be

founded for young women only, opens its doors. Founded by Sarah Abbot, it has 70 girls in its first class. The school thrives and ultimately merges with Phillips Academy in 1973. Its vision: "a commitment to basic

intellectual training and moral guidance, resistance to passing fashion, and—above all—a respect for the importance of women in American society."



"Each part of the PA campus holds something dear to me. Although I love many places on campus, the library ties everything together as a universal constant. The library feeds my imagination and fills me with knowledge of the past, present and future. I have always been enthralled with the magic of books."

—Danielle Li, East Brunswick, N.J.

The Teachers' Seminary at Phillips Academy is established in **1830** to provide general education for the non-college bound students.



Samuel Francis Smith writes "America" (My Country, 'tis of Thee) in **1832** while living in the house on Main Street now known as America House. It has been used as a dormitory by the academy since 1919.

Frederick Law Olmstead, famed landscape architect and designer of Central Park in New York City, graduates in **1838**.



In **1840** the cost of tu for one term is \$6.00, fee "which is remitted indigent students."

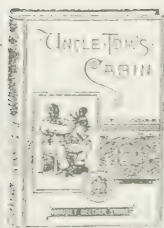


"I have learned to work hard but to also keep things in perspective. It is important to fit lots of fun things into your schedule, too—those may be things that make Andover memorable for you."

—Katherine Otway, Reading, Mass.



In 1850 the school's first gymnasium is founded.



In 1852 Calvin Stowe and wife Harriet Beecher Stowe arrive in Andover. He is a professor at the Andover Theological Seminary and she has just finished writing *Uncle Tom's Cabin*. Harriet begins to hold social events that are

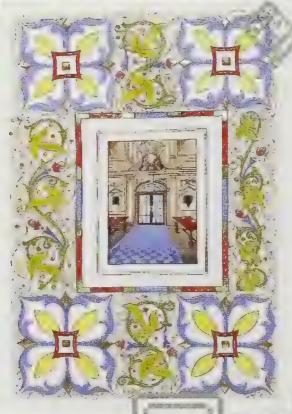


criticized as leading to "dissipation for the students."

The Teachers' Seminary at Phillips Academy becomes the English Department and coordinates with the Classical Department in 1842.








PART TWO: UNIQUE CAMPUS RESOURCES



THE ADDISON GALLERY OF AMERICAN ART

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 In 1930, when Thomas Cochran, Class of 1890, gave to the school the Addison Gallery of American Art, he wrote that he wished his gift “to enrich permanently the lives of the students of Phillips Academy by helping to cultivate and foster in them a love for the beautiful.” Serving as both a nationally recognized museum and an educational resource for the school and the region, the Addison enriches the life of Phillips Academy and the community in many ways. The museum’s holdings are acknowledged as a distinguished collection and include works by, among others, Washington Allston, John Singleton Copley, Benjamin West, Thomas Eakins, Winslow Homer, James A. McNeill Whistler, George Bellows, Edward Hopper, George B. Luks, John Sloan, Alexander Calder, Hans Hofmann, Georgia O’Keeffe, Jackson Pollock, Frank Stella (PA’54) and Andrew Wyeth.



Winslow Homer. *Eight Bells*, 1886, oil on canvas.
Addison Gallery of American Art

The Addison organizes and presents approximately 16 exhibitions each year, among them such nationally significant exhibitions as *Arthur Dove: A Retrospective*, 1997, and *To Conserve a Legacy: American Art from Historically Black*



Colleges and Universities, 1999-2000. The gallery sponsors artists' residencies, maintains an active education program, and offers public events throughout the school year to serve Andover's students and faculty as well as local and regional audiences.

The museum's education department also arranges special programs and gallery talks for Phillips Academy students to accompany their course work. Recently, for example, chemistry students attended a program on the chemistry of art conservation, while biology students studying cancer attended a special showing of the *Living With Breast Cancer* exhibition.

During a typically busy month at the gallery, American history classes studied the Addison's exhibition *The American City* with its masterworks, which included Sloan's *Sunday*, *Women Drying Their Hair*, Childe Hassam's *Fifth Avenue* and *53rd Street* and Hopper's *Manhattan Bridge Loop*.

Photography students studied the works of Walker Evans (PA '22), Lotte Jacobi, Roy DeCarava and Hollis Frampton (PA '53). Children from elementary schools in Lawrence came to the museum to see exhibitions of art and photography and to meet the exhibiting artists. And hundreds of visitors were delighted to view an exhibition of more than 90 works by Winslow Homer.



Top: Roy DeCarava, *Graduation Day*, 1949, print, Addison Gallery of American Art.

Below: John Sloan, *Sunday Women Drying Their Hair*, 1912, oil on canvas, Addison Gallery of American Art.



The first female head of Abbot Academy, Nancy J. Hasseltine, arrives in 1854. She strengthens the curriculum and

manages the school's business affairs. The July trustee report says, "We regard it as a prominent peculiarity and excellence of this school that the pupils are taught to think for themselves."

The average is one faculty member for every 79 students at Phillips Academy in 1855.



Richard T. Greener is the first African-American student to graduate from Phillips Academy, Class 1865. He goes on to become the first black graduate of Harvard.

THE OLIVER WENDELL HOLMES LIBRARY

At the hub of Andover's intellectual life is the Oliver Wendell Holmes Library, named after the famous physician, poet and wit, who was a member of the class of 1825. The building contains the academy's main collection of over 100,000 volumes and is home to more than 200 years of Phillips Academy archives and several special collections. It subscribes to 260 current American and foreign-language serials, receives several daily newspapers from throughout the country and has an extensive retrospective periodical collection in microform. The Oliver Wendell Holmes Library is a part of the technological revolution that is providing more information from more places to more people more rapidly than ever before. Currently, the library has in place a fully automated catalog (OWL), access to the Internet global computer network and more than 780 subject-oriented data bases, some of them full-text. Because of Andover's strong academic tradition, the library assumes the responsibility for teaching students how to retrieve and evaluate information rapidly and simply in all formats. The building, open more than 85 hours each week to support student and faculty study and research, contains open stacks, seminar rooms, faculty research carrels, a faculty reading room and a number of classrooms.



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Particular treasures in the Oliver Wendell Holmes Library are the Jansson Atlas, printed in Amsterdam in 1657, the papers and books of Dr. Holmes and one of the world's leading collections of Vergiliana.

My cheek was bare of adolescent down
When first I sought the academic town;
Slow rolls the coach along the dusty road,
Big with its filial and parental load;
The frequent hills, the lonely woods are past,
The school-boy's chosen home is reached at last.

From *The School-Boy*
by Oliver Wendell Holmes



Shimeta Neesima leaves Japan as a stowaway on the ship *Wild Rover* for America. He is adopted by the shipowner, an Andover trustee, and takes on the

name Joseph Hardy Neesima. In 1867 Neesima graduates from Phillips Academy, later from the Andover Theological Seminary. Neesima becomes the first

Japanese to be ordained a Congregationalist minister. He returns to Japan and founds Doshisha University, the largest private university in Japan.



THE ROBERT S. PEABODY MUSEUM OF ARCHAEOLOGY

Founded in 1901 through the bequest of Robert S. Peabody (PA 1857), the museum is a repository of information where American history stretches back more than 12,000 years, a laboratory for active scientific inquiry, and a center for exploring ideas of community, culture and craft. An amateur archaeologist with a lifelong interest in Native American cultures, Peabody wanted to bring to students “the knowledge that such a science as archaeology exists” and to foster respect for the people who first inhabited this continent. For 75 years the Peabody played a key role in the development of American archaeology. Now, the museum has re-emphasized its primary role as a teaching museum, serving Phillips Academy and the broader community. The collections, representing nearly every indigenous culture area in North America, include more than 700,000 artifacts from Paleo-Indian to the present day. The museum’s programs and exhibitions reflect several goals, including teaching understanding and appreciation of human development and cultural diversity; exploring relationships between natural sciences and social sciences; studying and preserving the record of Native American cultures; and involving Native American people as partners in this work.

THE BRACE CENTER FOR GENDER STUDIES

The Brace Center for Gender Studies, in historic Abbot Hall, provides resources for the study of issues related to gender and so enhances and strengthens Andover as a coeducational institution. The center sponsors lectures, films and forums on adolescent growth and development and the influence of gender on individual achievement. It houses an extensive lending library of books on gender-related topics. Each year, the center provides research grants to faculty and student fellows who present their findings in public forums. Last year’s presentations included, among others: “Simone de Beauvoir: *The Second Sex* at 50, Coeducation at 25;” “Cracking the Morse Code: Deciphering Patterns of Enrollment and Success in Mathematics at Phillips Academy;” “Identity: An African-American View;” and “Innovations in Music Education: The Contributions of Julia Crane and Eleanor Smith.”



The formation of the Abbot Alumnae Association occurs in **1871** upon the suggestion of Miss Phebe McKeen.

In **1871**, “uncle” Samuel Taylor, headmaster of Phillips, dies on the steps of the chapel while entering for morning service.

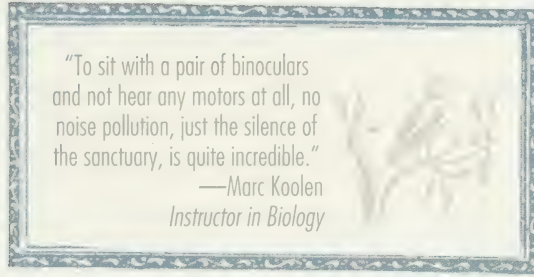


Modern foreign languages are introduced into the classical department in **1872**.

In **1873** the Abbot *Courant* is founded as Abbot’s history and literature magazine.

THE MONCRIEFF COCHRAN SANCTUARY

The Moncrieff Cochran Sanctuary is a 65-acre tract of rare beauty on the northern end of campus. Dogwood, azalea, rhododendron and laurel provide a succession of bloom from late April to mid-June. Trails wind around two ponds and through extensive natural wild areas and are used all year long by hikers, bird-watchers, cross-country runners, mountain bikers, cross-country skiers and the academy's Search and Rescue program.



"To sit with a pair of binoculars and not hear any motors at all, no noise pollution, just the silence of the sanctuary, is quite incredible."

—Marc Koolen
Instructor in Biology



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RESOURCES IN TECHNOLOGY

TECHNOLOGY

Andover's world-class computing facilities are staffed by fluent professionals who are interested in providing assistance to students and faculty. Presently, a state-of-the-art fiber optic computer network provides high-speed computer access to more than 70 academic, administrative and residential buildings on campus. Network access is available to all students through the dormitories and through public Technology Learning Centers (TLCs) with more than 120 computers. Every student is provided an e-mail account, a private telephone line, and a personal voice mailbox. Andover prides itself on being able to offer students the most current technologies.



The arrival of Cecil F.P. Bancroft as headmaster at Phillips in 1873 marks the beginning of the "modern" Andover. During Bancroft's tenure the student body increases from 262 to over 400 pupils.



In 1875 the four-year Classical course is introduced at the school.

The Phillippian.



In 1877, *The Phillippian*, the official student newspaper of the academy, is established. One of the oldest school newspapers

in the country, it has been published every Friday of every school year since its inauguration.

PHILLIPS ACADEMY COMPUTER CENTER

The Computer Center, located in the library's lower level, contains two computer classrooms and a computer laboratory filled with more than 70 computers (Macintosh and IBM) and laser printers, plus Internet access and e-mail. The center is an evolving hub of electronic technology constantly updated with new equipment such as scanners and color printers. It is open to students for their individual use while faculty use the computer classrooms for lessons in nearly all academic subjects. Additionally, two adjunct computer centers are available in the math and science buildings. The Computer Center has been recognized for its outstanding work by Apple Computer, Inc., as a Macintosh Reference Site and as a Solutions '91 School. An outside computer repair service is available on campus and the Technology Department offers free software classes.



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THE GEORGE WASHINGTON HALL THEATRE FACILITY

The Frances Young Tang Theatre is a highly sophisticated, 400-seat flexible courtyard theatre that can be configured into proscenium, three-quarter or arena-style stagings. The theatre boasts a computerized light board and digital sound system, and is complemented by a second "black-box" theatre and a third classroom theatre studio. The three theatres are supported by a large scenery shop, a costume shop, and two make-up and dressing rooms.

THE AUDIO VISUAL CENTER AND KEMPER AUDITORIUM

The Audio Visual Center has two multimedia classrooms that support DVD, VHS, dual slide projection, CD, video projection and Internet access as well as audio and video recording capability. The center also houses over 2000 videotapes, laser discs, and DVDs. Cassette recorders, LCD projectors, slide and overhead projectors, digital cameras, camcorders and microphones are available for student use. Kemper Auditorium has full satellite reception, DVD technology, 16mm projection, VHS, Laser disc and other video formats and Dolby Digital and AC-3 sound technology with a unified remote control system for complete environmental control.

In **1878** Phillips celebrates its 100th birthday. In honor of the occasion, Oliver Wendell Holmes reads his poem *The School-Boy* at the Centennial Celebration.



1878 marks the first year of the Andover-Exeter athletic competition. In



November, Andover plays its first football game against Exeter (and wins), beginning the long athletic rivalry between the two schools.

In June **1892** the first two women are elected to the Board of Trustees of Abbots Academy. They are Mrs. Frances Kimball Harlow and Mrs. Henrietta Learoyd Sperry.

THE POLK-LILLARD CENTER FOR VIDEO AND ELECTRONIC IMAGING

The Polk-Lillard Electronic Imaging Center is capable of importing, creating, manipulating, and exporting professional graphics and state-of-the-art electronic imagery. Students have access to 18 high speed G3 Macintosh computers, video servers, color printers, scanners, software packages designed for photo manipulation and processing, 50 camcorders, linear and non-linear professional editing systems, and digital cameras.

THE LANGUAGE LEARNING CENTER

The Language Learning Center is the first all-digital language lab facility in the country offering access to real-time video and audio files as well as data over the network. Teachers interact in each target language with individuals or groups of students using headsets and microphones. The Language Learning Center is the model for similar facilities being planned in colleges and universities throughout the country.

"For language teachers and students, the big news is the Language Learning Center. I am just beginning to experiment with it, and already it is revolutionizing my teaching. This may be one of those rare instances in which increased efficiency also leads to deeper and broader learning."

—Peter Merrill
Instructor in Russian



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THE WILLIAM B. CLIFT RECORD LIBRARY

The William B. Clift Record Library offers students the opportunity to examine pieces of music closely using computer-based CD analysis software. With the center's integrated midi keyboards and computer technology, students are also able to compose and revise original musical pieces. The library's enormous collection of classical, rock and roll, blues, jazz, reggae, country and hip-hop music, plus musical scores, sound effects CDs, comic routines and much more is available to the entire campus.



In **1893** Abbot introduces college prep courses and strengthens the classical studies program.



The year **1899** sees the first Abbot Field Day, when "young ladies gathered joyfully to take part in sports."

In **1901** at Phillips Academy . . . the required morning chapel begins at

7:50 a.m., a year's tuition is \$100, and a student can generally expect to pay about \$3.00 a week for food. Many students coming from a distance board with local families in the town of Andover for about \$4.00 a week.







"When we hear the old story, that girls aren't as good in science as boys, we think, 'What are these people talking about?' That's just not true at Andover. In my most advanced chemistry class this year, 10 of the 17 students were girls. Four of the top five grades went to girls. And their projects! Winnie Chan, for example, taught nuclear magnetic resonance spectroscopy to the class. What can I say? It was fantastic."

—Temba Maqubela, Instructor in Chemistry



The Borden Gymnasium is dedicated in 1902.



The Robert S. Peabody Foundation of Archaeology Museum is opened in 1903. Now the Robert S. Peabody Museum of Archaeology, it holds over 700,000 artifacts.



"Studying foreign language was new for me, and since all of the modern language courses are taught entirely in the target language I needed a lot of help to keep pace with the class. My teacher, Mr. Sturges, encouraged me to come frequently to conference period, which, I must admit, I did a lot that first term, and to call him at home if necessary. Mr. Sturges' passion and love of French helped me to accomplish more than I thought possible. At the end of the fall I was recommended to move to accelerated first-year French, and as a senior I took AP French literature.

—David Niles, Northport, Alabama



Brothers Field is completed
in spring 1903.

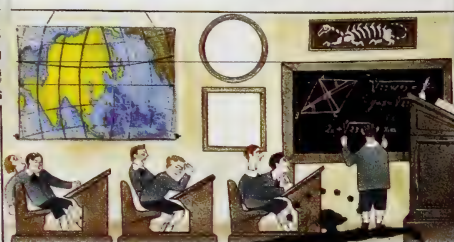


Field hockey is introduced
at Abbot Academy in
1903 and the first com-
petitive game is played a
year later against Bradford
Academy.

By the 1940s, Abbot
women were participating
in field hockey, basketball,
tennis, skiing, skating,
gymnastics, softball, track,
archery, lacrosse, horse-
back riding and dance.



The first Rhodes scholar, a
former Phillips Academy
student, is chosen in
1904.



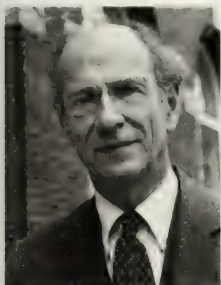
SCHOOL



PART THREE: THE ANDOVER EDUCATION



THE FACULTY



he exchange between those who want to learn and those who love to teach marks the vitality of this academy. In their readiness to engage students, the 217 faculty members on this

campus present a wide and wonderful array of talent. From their imagination and scholarship spring prized textbooks, while language learning is enriched by their native tongues.

And what great talent and dedication are present in the school's coaches and their remarkable teams! The faculty here yoke teaching and learning. They challenge, yet are compassionate; they encourage the mastery of detail, yet enable dreams to flourish. As the origin of the word *instructor* suggests, the faculty are devoted to building understanding: the learning that lies in discovering a voice, in linking ideas and service, in facing, as one playwright suggested, "the sheer astonishment of living." Graduates return to speak of the affection, dedication and generosity brought into their lives by their Andover teachers. Over and over again, this school brings joy to those who relish its learning and to those who practice its teaching.

—Philip Zaeder

Dean of Faculty

Instructor in English

For a complete list of Andover's faculty and faculty emeritilae, please see p. 161.

His was the charm magnetic, the bright look
That sheds its sunshine on the dreariest book;
A loving soul to every task he brought
That sweetly mingled with the lore he taught.

From *The School-Boy*
by Oliver Wendell Holmes

THE ACADEMIC PROGRAM



Andover's curriculum is designed to provide every student with a strong and broad foundation in the arts, humanities and sciences. During their years at Andover, students develop a wide range of basic skills and then, with the advantage of flexible planning and much choice, are able to reach as far as their strengths and talents will carry them. From their first days at the academy until graduation, students are supported by their adviser, a faculty member who in biweekly meetings helps them create, monitor and refine their course of study.

Andover's size permits extensive elective offerings, with courses beyond college entrance level. Before they graduate, students may do research with recombinant DNA, study the calculus of vector functions and quantum mechanics, take seminars in existentialism and constitutional law, build a mag-lev model train, perform in *The Nutcracker*, compose chamber music, produce a film, publish their poetry. The curriculum is at once broad and deep, demanding and flexible, prescribed and freely chosen. It creates excitement and enthusiasm for learning in both students and teachers alike.

The result is a dynamic program of education that is constantly renewing itself, debating pedagogy and schedule, reviewing offerings, revisiting syllabi, developing new forms of assessment, integrating new technologies, and seeking to meet the needs of students with a variety of learning styles. Teachers and students model for each other a commitment to inquiry and performance that makes Andover truly a community of learners. The academic energy on campus is palpable.

In this catalog, you will find information about each academic department and a list of courses offered; the courses themselves, and diploma requirements, are described fully in the accompanying booklet, the *Course of Study*.

—Vincent Avery
Dean of Studies

Instructor, Department of Philosophy and Religious Studies

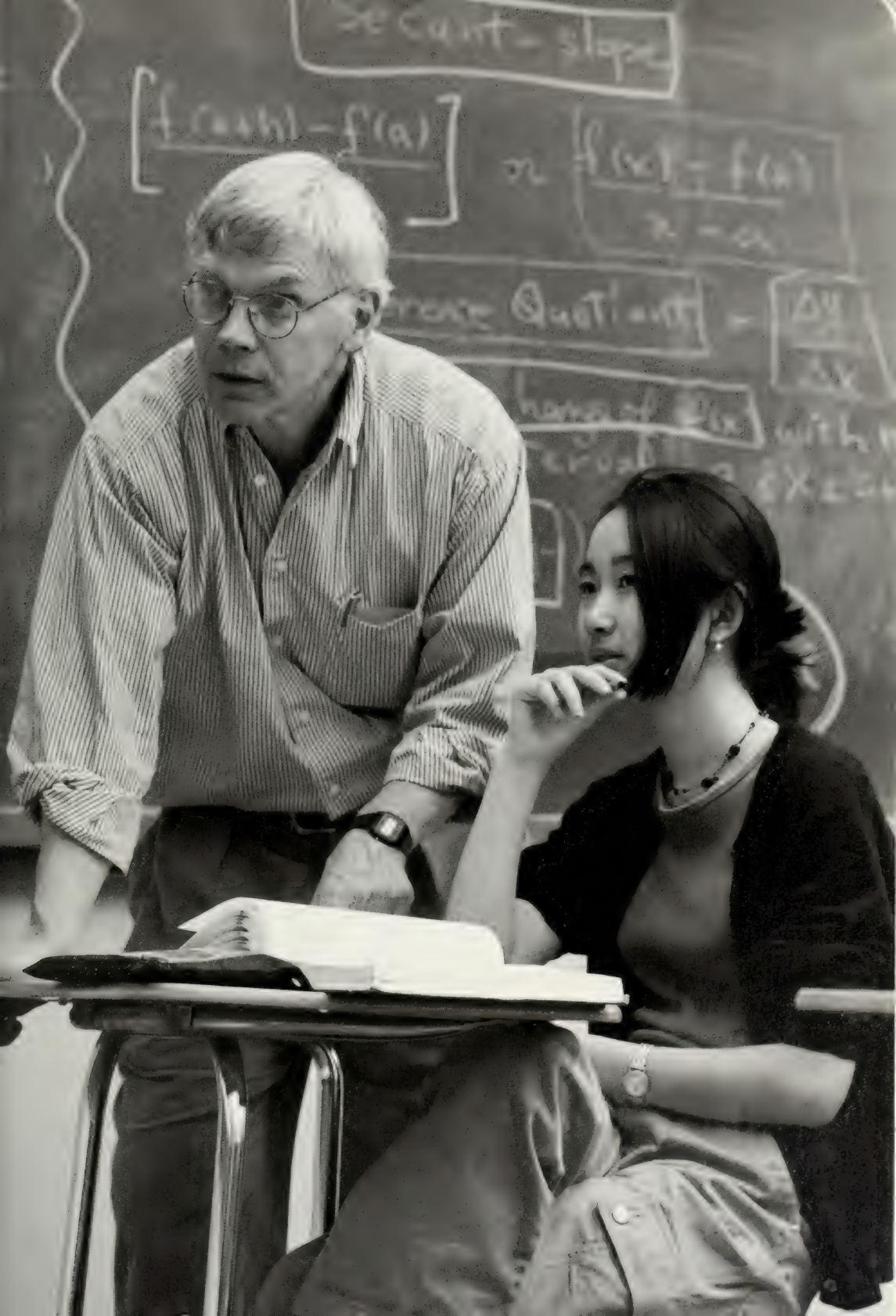


On June 13, 1905, the trustees hold the first prom for the girls of Abbot Academy in the newly built Davis Hall.

In 1908 Phillips Academy purchases the land and buildings of the Andover Theological Seminary, thereby greatly increasing the academy's resources and making new development possible. The seminary moves to Harvard

University and subsequently on to Newton, Massachusetts, to become the Andover-Newton Theological Seminary.

Negley Farson, a member of the Class of 1910, describes Phillips Academy this way: "Andover was one of the purest, least self-conscious, utterly unpretentious democracies I have lived in anywhere on earth."





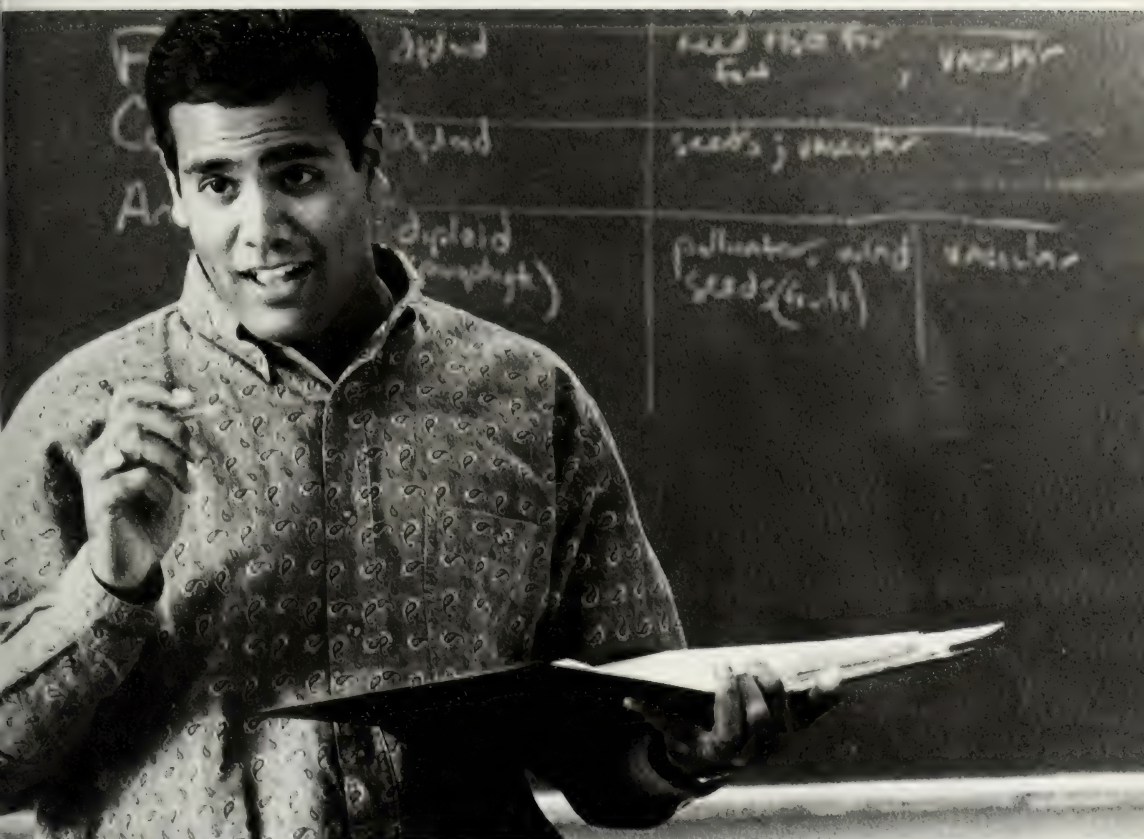
Individual placement in math, science and foreign language varies according to the level of accomplishment each new student exhibits upon arrival. Flexibility in course offerings permits those with particular ability in these areas to move forward at a pace that makes the best educational sense for them. As students progress, they are presented with increasing choice so they may fashion a largely individualized program in the senior year.



Williams Hall is acquired in 1910 as a dormitory for ninth graders.



Miss Bertha Bailey becomes Headmistress of Abbot in 1912 and rules the girls' school "with an iron hand." It was during her tenure that the first international students arrived at Abbot from China, Japan, Greece and Brazil.



Each year, Andover's Endowed Lecture Fund brings distinguished speakers to campus. Last year's guests included three Nobel Laureates: poet Seamus Heaney, dramatist and poet Derek Walcott, and scientist James Watson. Also on campus for lectures and meetings with students were artist Frank Stella (PA '54); Pulitzer Prize winning journalist Buzzy Bissinger (PA '72), Timberland's CEO Jeffrey Swartz (PA '78), Harvard professors Helen Vendler and Cornel West, and NATO officers from the British Army, the United States Navy, and the Czech Armed Forces who, as members of the NATO briefing team, provided information and updates on the crisis in Kosovo.

In 1918 Humphrey Bogart is dismissed from Phillips Academy for "incontrollably high spirits."



Benjamin Spock, future pediatrician, author and authority on child-rearing practices, graduates in the Class of 1921.



The Memorial Bell Tower is constructed in 1923 in memory of Phillips Academy graduates who lost their lives in World War I.





COURSE LIST

Visual Studies
 Visual Studies for Juniors
 Ceramics
 Photography
 Drawing and Two-Dimensional Design
 Three-Dimensional Design
 Sculpture
 Contemporary Communications
 Video and Computer Animation
 Computer Graphics
 Painting
 Watercolor Painting
 Printmaking
 Architecture
 Filmmaking
 Rosebud: The Restless Search for
 an American Identity
 The Vietnam Legacy in Literature
 and Film
 Art History
 Advanced Placement in Art

ART

The art department courses help our students explore the relationship between seeing and thinking and challenge them to involve themselves in the creative process. The Visual Studies course is the cornerstone of the visual arts curriculum and teaches students that a basic visual vocabulary is necessary in order to understand the language of images. Elements such as texture, shape, line, rhythm and color are topics for discussion and the focus of some basic assignments in drawing, photography and collage. Recently, three-dimensional design, computer graphics and video projects have also been included to encourage students to consider the impact of design and to emphasize the significance and complexity of sequential and motion media imagery. The basic introduction to visual literacy will help demystify the experience of looking at images and will make available to Andover's students the vast wealth of art that transcends time and cultural boundaries. Students

who wish to pursue several terms of art can choose from a wide variety of courses taught by a faculty of 10 practicing artists. Exposure to art faculty exhibitions and works in progress, along with access to the remarkable collection at the Addison Gallery of American Art, enhances the studio experience.

Work spaces in the Eikon Art Center include a fully equipped wood and metal shop, painting studios, two complete photography labs, printmaking facilities, four video editing rooms, an architecture studio, four visual studies studios and a computer graphics studio. The ceramics studio is in nearby Benet House.



The year 1930 sees a great deal of construction: The original library is completed and named after Oliver Wendell



Holmes. Thomas Cochran founds the Addison Gallery of American Art in the hope that "If Andover students could be surrounded by beautiful things, their lives would

be immeasurably enriched." Today the gallery holds a collection by artists including Winslow Homer, Thomas Eakins, Georgia O'Keeffe, Jackson Pollock and Frank Stella (PA '54).

A fifth level of English literature instruction is added at Andover in 1932, focusing on British and American literature.

COURSE LIST

Etymology

Greek Literature

Classical Mythology

Structure of Classical Languages

Courses in Latin and Greek are listed
under Foreign Languages.

CLASSICAL STUDIES

Four full-time members of the classics department teach several elective courses in classical studies designed to provide students with a broad introduction to classical civilization through history, literature, mythology and etymology. Additionally, through the study of Greek, the department offers students a direct entry into Greek literature. The Greek alphabet is easily mastered in the first few class meetings, and students quickly discover that the poetic and expressive qualities of Greek



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language and literature stimulate the imagination and illuminate the early political and intellectual development of the Mediterranean basin. In Latin, the department employs a multicultural, intellectually diverse approach to the study of Roman language, literature and culture, relating the Roman experience to that of other cultures, modern as well as ancient, whenever possible. In so doing, the department offers students a direct entry into the traditional Latin literary curriculum while at the same time providing students with an opportunity to develop a more sophisticated historical and international perspective. Traditional language study is supplemented with readings in English that address both ancient and modern cultural concerns.



The Cochran Chapel, given by Thomas Cochran, Class of 1890, is built in 1932 and extensively renovated in 1998. A superb example

of neo-Georgian architecture, the chapel continues today to act as a gathering place for school events and as a center for a pluralistic religious community.



In 1933 Claude Fuess becomes the 10th headmaster of Phillips and brings about curriculum revisions, emphasizing breadth and variety; four years of history are required in order to increase an awareness

of the Western world; four years of science are required; and art and music appreciation courses are added to the curriculum.



COURSE LIST

The Myth and the Journey
Writing to Read, Reading to Write
The Seasons of Literature
Shakespeare
Advanced Writing Workshops
Writing Through the Universe of Discourse
The Poet Muse: The Modernist Vision
James Joyce
Man and God
Literature of Two Faces
The Epic Poem
The Magic and the Mask
Objective and Subjective Realities
Madness and Method
The Empire Strikes Back
Voices Within the Culture
Modern Drama
Time and Place in the Southern Novel
The Modern Voice
Rosebud: The Restless Search for
an American Identity
Shakespeare on the Page and Stage
The Short Novel
The Essential Gesture:
A Study of Resistance in Literature and Film
Satire and Comedy
Novel and Drama
Creative Writing
Literature of the Quest
Evolving Lines in Poetry
Feasts and Fools:
The Topos of the Festive Social Gathering
Studies in African Literature and Culture
Writers in Depth: Hemingway and Fitzgerald
Images of Women
Chaucer and His Age
A Hard Rain:
The Vietnam Legacy in Literature and Film
Play Writing
Literature of Travel

ENGLISH

The English department believes students should accumulate reading and writing skills that are reinforced over the years as they encounter increasingly sophisticated forms of writing in their own work and the works they read. At the heart of this endeavor is the department's conviction that expression in language is intrinsic to the development of young adults. The English department curriculum first introduces students to the joys of reading and writing, and then invites the students to refine those skills as they enhance their ability to develop a voice and enrich their appreciation of other voices.

In English 100, students experiment with forms of writing ranging from personal narratives to pragmatic arguments and initial critical analysis, mostly in the form of journal entries. The literature highlights the journey, encouraging students to explore with the characters the adventures encountered in stories real and fictional. In English 200, students study expository writing in the fall, poetry and short fiction in the winter, and a longer novel in the spring. Throughout the year, they study the relationships between form and content in both their own writing and the writing of published essayists,

In 1935 an adult education program called the Andover Evening Study Program is sponsored by Phillips Academy.

In 1939 music lessons for credit are first offered at PA.



COURSE LIST

CHINESE

Beginning, Intermediate
and Advanced Chinese

Stories in Modern Chinese

Communications in Modern Chinese

FRENCH

Beginning and Intermediate French

Le Village Français

The Novel

Film

Journalism

Short Stories

Theatre

French Civilization

The Non-European French World

French Literature

Advanced Conversation

History of France

Advanced Placement in Language

Advanced Placement in Literature

Modern Literature

GERMAN

Beginning, Intermediate
and Advanced German

Advanced Placement Language

GREEK

Beginning, Intermediate
and Advanced Greek

Iliad and Odyssey

History, Tragedy, Lyric

poets, dramatists, novelists and short-story writers. In English 300, students study the literature of tragedy, comedy, romance and satire, and write about it in a variety of rhetorical modes; in the spring they study Shakespeare. In the elective program, students are invited to select from among two dozen electives each term. The students learn about the philosophical underpinnings of major works, as those works reflect elements in critical literary history.



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DIVISION OF WORLD LANGUAGES

A faculty of 30 teachers in the Division of World Languages offers Andover students many choices. Ancient languages offered are Greek and Latin, the source languages of Western thought and literature. Modern languages offered are Chinese, French, German, Italian, Japanese, Russian and Spanish. Emphasis is on the spoken word, and the target language is the basis for all communication in the classroom. The learning of skills in the first two years leads to a third year of grammar review and topical study in literature and civilization. With this foundation, many students choose to move into more specialized areas. At all levels of study, students supplement their course work with videotapes,



In the mid-to late 1940s, war-related courses are added to the curriculum, including navigation and meteorology.

ITALIAN

Intensive Introductory Course for Seniors

JAPANESE

Beginning Japanese

Intermediate Japanese

Advanced Japanese

LATIN

Introduction to Latin

Ovid, Apuleius

Petronius, Catullus, Vergil

Comedy, Biography and Epic

Advanced Epic, Lyric and Prose

Advanced Placement in Literature

Advanced Placement in Vergil

RUSSIAN

Beginning and Intermediate Contemporary Russian

Conversation and Composition

Composition and Russian Classical Literature

The Russian People: Their Heritage and Literature

SPANISH

Beginning and Intermediate Spanish

Intensive Language Practice

Readings in Spanish

Conversation and Composition

Current Events; Video

Contemporary Spanish
and Spanish-American Literature

Introduction to Spanish Literature

Advanced Placement in Literature

Advanced Placement in Language

Major Works in Spanish
and Spanish-American LiteratureA Literacy Program: Teaching and Learning
in a Hispanic Community

audio tapes and computers in the Language Learning Center and with such activities as world language theatrical performances, radio shows broadcast in world languages, cultural festivals, language tables in the dining room, visits by performing groups and trips to special events in Boston and at nearby schools and universities.

Students are urged to consider opportunities, sponsored by Andover or by other schools, to live and study abroad, which are described on page 74. Those interested in pursuing two languages should consult with the head of the division.

In upper-level courses, students can prepare for Advanced Placement examinations in language and literature and can qualify to take advanced courses when they enroll in college. Superior students may carry out independent projects under careful guidance, or they may enroll in a post-Advanced Placement course. An intensive introductory course in Italian is offered for seniors. All other languages offer introductory and intermediate courses, with opportunities for acceleration.



Future President George Bush graduates from Phillips Academy in 1942. The captain of the varsity baseball team, Bush is voted in the yearbook as a "best all-around fellow" and is called "Poppy" by his classmates.

COURSE LIST

World History to 1500
 United States History
 The Early Modern World
 The World in the Twentieth Century
 Modern European History
 Introduction to Economics
 Urban Studies Institute
 Comparative Government
 International Relations
 Asia: China, Japan and India
 Africa and the World
 The Middle East
 Latin American Studies
 Issues in Economics
 Economics II
 American Race Relations
 Masculine/Feminine/Human:
 Issues in Gender Relations
 Nuclear Power and Weapons:
 Proliferation and Response
 Victorian England
 The Courts and Individual Liberty
 and Equality Under Law

HISTORY AND SOCIAL SCIENCE

Courses in history in the junior and lower years emphasize major themes in world history and teach skills and concepts essential to the study of history and social science, thus preparing students for more advanced courses in the field. In the upper year, most students study U.S. history. Seniors may choose from a variety of area histories: Asia, Africa, Middle East, Latin America; or from social science courses: Introduction to Economics, Comparative Government, or International Relations. A yearlong survey of modern European history is also available to seniors, uppers and exceptional lowers. Seniors may take advanced courses in economics, American Race Relations, Issues in Gender Relations, Nuclear Power and Weapons, and courts and the constitution.

In the required U.S. history course and in most of the senior electives, students write extensive essays, including research papers, using government documents, newspapers, letters, diaries and interviews, the raw materials of history. Two programs are of special interest: Qualified seniors and uppers may spend the spring term in Washington, D.C., working as interns in a congressional office, or may join the Urban Studies Institute, which involves both

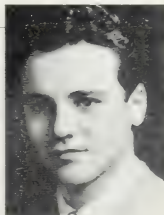


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course work and work in the city of Lawrence, Mass. In these special programs and in the classroom, students receive instruction as well as guidance from the department's faculty of 20 instructors.



The Andover Summer Session is inaugurated in **1942**, under the direction of Wilbur J. Bender, with the participation of 197 boys.



Jack Lemmon, future film actor and Academy Award winner, graduates from Phillips in **1943**.

In **1944**, Marguerite Hearsey, a scholar with an M.A. from Radcliffe and a Ph.D. from Yale, becomes the 14th principal of Abbot Academy. Miss Hearsey asserts that students should "work for mastery of subject, not grades."



"Earlier in the year, the Gospel Choir was to sing at an all-school meeting at 9:45 a.m. By 10:10, our pianist still hadn't shown up. Literally hundreds of students and faculty members were in their seats, waiting, and the entire choir was on stage, but no music. So I asked Charlene Sadberry if she'd mind singing. She was a little nervous, but she said OK. She sang 'Amazing Grace,' and it WAS amazing. She has a really strong, full voice, even though she's so young. The song



In 1945 the "Direct Method" of language instruction is introduced with hopes to produce linguists and not grammarians.



In October 1948, Lieutenant-Colonel John Mason Kemper is inaugurated as the 11th

headmaster of Phillips Academy. Fourteen years later, in October 1962, *Time* magazine puts Headmaster Kemper on its cover. "Kemper's gifts for hard analysis and easy leadership galvanized Andover," the article says.

The total cost for a student to attend Phillips Academy in 1949 is about \$2,100.



is often sung with musical accompaniment and musical interludes, but Charlene sang it a cappella and she drew everyone, and she held everyone, even during the silences."

—Rebecca Sykes, Assistant Head of School

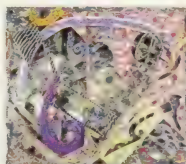
"How did I feel when I sang? It was a little last minute, I'll tell you that. But how did I feel? I felt honored to represent the choir."

—Charlene Sadberry, Houston, Tex.



The **1950** senior class
sends 64 students to
Harvard and 46 to
Yale.

**Abbot
Academy**
celebrates its 125th
anniversary in **1954.**



Frank Stella, now a
famous abstract
artist, graduates in the
class of **1954.**



"Tad Warshall is one of the top students in the country now in mathematics. When he was in ninth grade, he used to get to his Math 31 class early in order to study what had been left on the blackboard—in other words, what hadn't yet been erased—from the previous class, a calculus class. How about that? He taught himself logarithms by looking at leftovers."

—Donald Barry, Instructor in Mathematics

In 1954 the first African-American woman, Beth Chandler Warren, matriculates at Abbot Academy.

НОВЫЙ ГОД

In 1955 the Russian language is first taught at Phillips Academy.



In 1955 the first full-time male teacher is hired at Abbot Academy, and Mary Crane, a widow with four small children, is appointed as the head of Abbot.

In response to a national teacher shortage, the Andover Teaching Fellow Program is inaugurated in 1955 to recruit and train young men for the teaching profession.



"After being at Phillips Academy for four years I have formed what I fondly call a 'safety net' of people I turn to in times of need. Among that group of trusted faculty members is Alice Purington, who served as my day student adviser. In reality, though, she served as much more than just that. She quickly became a friend."

—Gina Finocchiaro, Methuen, Mass.

Abbot Academy beanies
with symbols of gargoyles
and griffins. circa 1930s-
50s.





COURSE LIST

Elementary Algebra
Algebra Review
Geometry
Algebra Consolidation
Geometry and Precalculus
Intermediate Algebra
Precalculus
Elementary Functions
Precalculus-Trigonometry
Probability
Data Analysis
Discrete Mathematics
Analytic Geometry
Advanced Mathematics
Calculus
Advanced Placement Calculus
Advanced Placement Statistics
Honors Mathematics Seminar
Linear Algebra
Calculus of Vector Functions
Computer Programming:
Beginning, Intermediate and Advanced
Independent Projects

MATHEMATICS


The 26 members of the mathematics department teach a curriculum built around a core sequence of elementary algebra, geometry, intermediate algebra, and precalculus. The department also offers many elective courses, including elementary and advanced calculus, analytic geometry, infinite series, probability, statistics, computer science, linear algebra, and vector analysis. More than one third of all mathematics is taken electively, much of it in preparation for the Advanced Placement examinations in calculus and statistics.

The department is located in Morse Hall, equipped with computers, graphing calculators and overhead projection systems. Computer courses include introduction to computers and preparation for the Advanced Placement tests in Computer Science. Computer languages include C++ and Pascal.

At Andover, the community of students who like math is sizable. Some did advanced mathematics when they were quite young; many join the student math club and the math team, which has ranked number one in New England in several math competitions.

These students share their curiosity and knowledge with their peers and with a faculty of dedicated mathematicians who have written math textbooks and who have been at the forefront, for a decade, of curricular movements in the field.

Evening math study halls, proctored by faculty, are available to all.



With the realization in 1955 that some material being taught at Phillips is repeated when students enter college, Advanced Placement credit begins at Phillips with a chemistry course and a fifth-level French class.



The science curriculum at Abbot is revised in 1956.

In the late 1950s the decision is made to admit the best 250 candidates, regardless of their ability to pay the tuition. Phillips Academy's enrollment increases to over 800 students.

COURSE LIST

The Nature of Music

Survey of World Art Music

Jazz

Survey of World Popular Music

Electronic Music

Advanced Electronic Music

Words and Music

Survey of Western Music History

Theory and Composition I; II; III

Chamber Music Seminar

African Drumming Ensemble

Fidelio Society

Band

Chorus

Chamber Orchestra

Private Instrument and Vocal Lessons

MUSIC

The music department faculty consists of nine resident teacher-performers, 29 adjunct instrumental teachers and one full-time librarian. All of the faculty are active performers in the Boston area, and most of them have graduate degrees in music. Instrumental lessons are available on all band and orchestral instruments and on the piano (classical and jazz), organ, harpsichord, harp, guitar (classical, folk, rock and jazz), bagpipes, African drums and voice.

Andover offers courses in all areas of music study and for all levels of student, and sponsors more than 80 student and student-faculty concerts on the campus each year. The music building, the beautifully renovated Graves Hall, has three large classrooms, two large rehearsal/concert rooms, a music library (recordings, computer lab and scores), an electronic music studio and 19 practice rooms. Many of the concerts that involve large performing groups take place in the Cochran Chapel. The

basement of Cochran Chapel houses a fully equipped rehearsal room and a library of choral music, and upstairs is one of the department's treasures, a 30-stop, double manual, tracker-action organ.

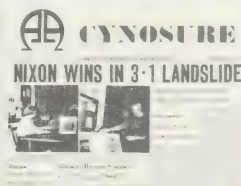


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Students of all levels can participate and perform in Andover's many musical groups. There are four orchestras: the Academy Symphony Orchestra (100 members), the Chamber Orchestra (33), Amadeus (23) and the Corelli Society (15). The choral program is comprised of the Chorus (90), the Cantata Choir (80), Fidelio (a 15-member madrigal group), the Chapel Quartet and the Gospel Choir. There is also a handbell choir that rehearses weekly in the chapel. Wind players have multiple opportunities: the Concert Band (80), the Jazz Band (25) and smaller wind and brass ensembles.

Bartlett Giamatti, later to become 19th president of Yale University and baseball commissioner, graduates from the academy in 1956.

From 1959 to 1961, Andover raises \$6,750,000 for new campus facilities.



The first Abbot Academy newspaper, the *Cynosure*, is published in 1960.



COURSE LIST

The Biblical World View
Introduction to Ethics
Religious Discoverers
Asian Religions
Religions of the Book:
Judaism, Christianity and Islam
The New Testament Perspective
Proof and Persuasion
Views of Human Nature
Law and Morality
Nonviolence in Theory and Practice
In Search of Meaning
Bioethics: Medicine
Bioethics: The Environment
Existentialism
In Search of Justice
Great Philosophers
Advanced Studies in Religion

PHILOSOPHY AND RELIGIOUS STUDIES

The Department of Philosophy and Religious Studies seeks to initiate students into three fundamental and related human quests: the search for meaning, the search for justice and the search for the foundations of knowledge. The department's courses provide an introduction to outstanding literature in each field of study and to the skills necessary for critical appreciation of that literature. The department faculty, who believe that the distinctiveness, power and universal features of a tradition can often be disclosed by a comparative focus, seek to help students become aware of the many voices that together inform religious and philosophical traditions. The department faculty also encourage students to engage actively in reflection on the personal significance of the questions they have chosen to explore. Thus, active class participation is an essential part of this process and of a student's grade.



In 1961 the Asian Studies program begins.



In 1964 the Andover Summer Session becomes co-educational.



In 1964-1965 the Search and Rescue program is introduced, an outdoor activity course involving kayaking,

mountain-hiking, climbing, rafting and first-aid skills. This innovative program becomes the foundation for Outward Bound.

COURSE LIST

Introductory Psychology

Developmental Psychology

PSYCHOLOGY

The psychology department faculty consists of three doctoral-level, licensed psychologists who both teach and provide psychological counseling services. Two courses for uppers and seniors examine fundamental concepts

in the field with particular emphasis on helping the student explore the relationship between psychological knowledge and personal growth in the context of a diverse social environment. The Introductory Psychology course acquaints the student with the complexity and diversity of psychological inquiry and includes as topics personality theories, research methodologies, human development, social behavior and psychopathology. The Developmental Psychology course examines human growth and development from infancy through adulthood. Different theoretical perspectives of psychological development are examined as they relate to developmental milestones. Class work includes lectures, discussion and reading, as well as direct observation of children.



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In **1966**, Andover's first Faculty Steering Committee issues its visionary report on the educational program, recommending "a broader elective program, an outward

facing attitude toward society, and a more nurturing approach to students." The report also leads to the establishment of Andover's cluster system.



WPAA, Phillips Academy's student-run FM radio station, goes on air in **1966**.

SCIENCE DIVISION

The science program exposes students to a range of science that will enable them to be responsible, informed citizens and to pursue further study in those areas of science that interest them. The introductory courses provide a solid foundation for interdisciplinary or discipline-based advanced work. Electives provide opportunities for students to place their scientific knowledge in a broader context, and to explore topics that are rarely encountered in a secondary school science curriculum. In fulfilling the requirement of two year-long courses and the guideline of three additional terms, students work individually and in groups to become active, confident questioners, problem-solvers and experimenters. The range of course offerings allows students, in consultation with teachers and advisers, to craft a program responsive to their interests, abilities and backgrounds.

COURSE LIST

Introduction to Biology
College Biology
Ecology
Animal Behavior
Microbiology
Evolution and Ecology
Advanced Placement Biology
Cellular Biology
Human Physiology
Molecular Biology Research

BIOLOGY

Introductory courses give students a general background and an understanding of some of the current trends in biology. During the spring term, students design and carry out independent, controlled experiments which they present in seminars and short scientific papers.

The term-contained advanced courses permit students, after they review and build on material introduced earlier, to study some topics in considerably more depth than is usual in a typical Advanced Placement course. The laboratory and field work in these courses give students experience with the techniques of chromatography, electrophoresis, spectrophotometry, statistical analysis, dissection and



WASHINGTON INTERNSHIP PROGRAM

The Washington Internship
program begins for
Andover students in

conjunction with Exeter
in 1969.

$$e^{\pi i} + 1 = 0$$

In 1969 Math 55 is
offered, covering
topics and their application
in linear algebra,
multivariable calculus and
probability.

genetic engineering, as well as qualitative and quantitative field analyses. Computer simulations are also used.

Students who love working in the laboratory and have completed a year of biology and chemistry are invited to join the laboratory research course, where they learn state-of-the-art genetic engineering techniques and apply them to independent research projects. This course provides a unique opportunity for advanced biology and chemistry students to work in close collaboration with a faculty mentor and a few like-minded fellow students in an informal laboratory setting. Some students use the course as a springboard to further summer research work or to see whether they might want eventually to do scientific research as a career.



Bird-watching trips are sponsored occasionally by the Natural History Club. In the basement of Evans Hall is a superb stuffed bird collection on loan from Harvard University, and an extensive shell collection is exhibited in various parts of the building. The greenhouse is available for student research projects in the spring.

The interdisciplinary course *Man and Society* is introduced in 1970, focusing on revolutionary Mexico and urban America, coupled with an off-campus experience.



Term-contained elective courses are introduced in 1971.



In 1971 a main-frame computer is installed in Morse Hall to begin computer education at Andover.



COURSE LIST

Introduction to Chemistry
College Chemistry
Chemistry of the Environment
Chemistry of Nutrition
Organic Chemistry
Advanced Placement Chemistry

CHEMISTRY

In the core introductory course of inorganic chemistry, students explore the central themes of all chemistry: structure, kinetics and thermodynamics. Within this framework, topics include atomic structure, stoichiometry, gases, solids, solutions, equilibrium, electrochemistry and nuclear chemistry, among others. Interactive lectures, chemical demonstrations and group work help students realize how these seemingly abstract ideas are an integral part of everyone's world.

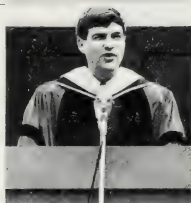
Computers and calculators (for graphing, data analysis and audio-visual applications) are proving increasingly useful components in this endeavor. Investigative lab work enriches the way in which students explore chemistry and is a vital component of the program. Working alone and in groups, students probe the chemical world with a variety of tools, including top-loading and analytical balances, pH meters, spectrophotometers and a Fourier transform infrared spectrometer.

COURSE LIST

Environmental Science
Environmental Studies

ENVIRONMENTAL SCIENCE

In addition to courses such as Chemistry of the Environment, Evolution and Ecology, and Ecology (see biology and chemistry sections), we offer an advanced interdisciplinary sequence that prepares students for the Advanced Placement examination in environmental science. The first course in this sequence, Environmental Science, is a two-term course with laboratory work focusing on scientific understanding of the factors that influence the biosphere. The second course in the sequence, Environmental Studies, considers the role of economic forces, cultural and aesthetic considerations, ethics, and regulations in shaping our environment.



In March 1972, Theodore R. Sizer, former dean of Harvard Graduate School of Education, is named the 12th headmaster of Phillips Academy. In *Speculations on Andover* he says:

"Andover ought to stand for the ideal of a heterogeneous school. It ought to demonstrate the special power of such for learning. Accordingly, Andover

should vigorously recruit an international student body, boys and girls of social, racial, national and religious diversity."

PHYSICS AND ASTROPHYSICS

The physics department offers several introductory courses at various levels of difficulty. Some representative topics are mechanics, waves, heat, electromagnetism, light and modern physics. The physics department operates the Thornton Observatory, which

houses a research-grade, 16-inch reflector, a 6-inch Brashear refractor and six other portable telescopes. These instruments are used in astronomy courses and in project work. Recent projects have included solar, lunar and planetary study, astrophotography, computer simulations and orbit analysis. The department is well-equipped with laboratory and demonstration equipment such as an air track to eliminate friction, photogates for precise timing, cathode ray oscilloscopes for a multitude of uses, a seismograph, and computers for rapid data collection and analysis.

COURSE LIST

Introduction to Physics

College Physics

Classical Mechanics

Cosmology

Physical Geology

Observational Astronomy

Electronics

Geology of the Solar System

Advanced Placement Physics

Relativity and Quantum Mechanics

Physics Seminar



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Past student independent projects in science have included laser transmission of information, holograms, construction of an electronic calculator and construction of a 27-foot, remote-controlled helium blimp.



In 1973

Andover merges with neighboring girls' school, Abbot Academy, under the direction of Headmaster Sizer and Donald Gordon, headmaster of Abbot.



COURSE LIST

Introduction to Acting
Public Speaking
Lighting
Costuming and Makeup
Scene Design
Theatre Theory and History
Introduction to Directing
Advanced Acting and
Directing Workshop
Play Production
Technical Production
Shakespeare Workshop
Dance Production

THEATRE AND DANCE

The Department of Theatre and Dance offers students academic courses in all aspects of theatre and dance, practical exploration in both disciplines and the opportunity to present their work before an audience.

In dance, students may study ballet or modern dance as an academic course or as an afternoon sport. Classes and dance recitals are held in a studio with a sprung floor; additionally, dance performances are scheduled throughout the year in the school's three theatres.

In theatre, students may study acting and directing; design and construction in scenery, lighting or costumes; and theatrical theory and history. Also, hands-on instruction is constantly available in all aspects of performance and production. Classes and performances are held in a state-of-the-art complex that includes a workshop theatre that seats 80; a "black box" theatre which, with 150 movable seats and a computerized light and sound system, is often used for student-directed performances; and a highly sophisticated, 400-seat flexible courtyard theatre that can be configured into proscenium, three-quarter or arena-style seating. This major theatre boasts a computerized expressions light board and a digital sound system of recording-studio quality, and is often used for faculty-directed productions.

In a typical school year, 30-40 productions are mounted by students working for academic credit under the direction of theatre and dance department faculty, or by students in extracurricular organizations. Additionally, professional guest artists in both theatre and dance come to Andover as often as possible to work shoulder-to-shoulder with students in classes and performances. In 1997, for example, Andover students joined Emmy award-winning actress Dana Delany (PA '74), for six days of workshops on acting for the camera. Delany also attended rehearsals and performances of student productions and acted as a chaperone for the senior prom.

In 1973, a student penned this verse and posted it to a door the day of the SAT test:

I think that I shall never see
A waste quite like an SAT.
An SAT is just a test
to find which people guess the best.
With paragraphs of boring lore
penned before the Civil War.
I think erosion is to rocks...
and blackened in the proper box.
For un-computer types like me
such nonsense is an SAT.
Poems are changed by fools like me
but God would blow his SAT.



Dana Delany, future Emmy Award-winning actress of ABC's *China Beach*, graduates in the first co-ed class of 1974.



ADVISING AND SUPPORT SYSTEMS

At the heart of the Phillips Academy experience are student-faculty relationships. Many of these relationships develop organically through day-to-day engagement in every venue of the campus with the shared enterprise of learning. Others are more structured to ensure that each developing adolescent is constantly offered the gifts of sustained adult attention and support. (1996 Steering Committee Report II)

For boarding students, the primary adult contact is a house counselor whose apartment is in the dormitory and with whom the student often forms a close personal relationship. In addition, every Andover student has an individual adviser who helps design the student's course of study and extracurricular program and follows up with biweekly meetings. Together, the house counselor and adviser work to ensure that each student is challenged but also thriving, fully involved but not overwhelmed.

For ninth-grade boarding students, advisers are assigned by dormitory. When the ninth-graders move to upper class dorms, they are assigned permanent advisers. For ninth-grade day students and for all students who enter in grades 10-12, permanent advisers are assigned. The permanent adviser and student are paired until graduation, so their relationship grows as the years go by.

Additionally, every student has five or six classroom teachers, a cluster dean and a coach or special activities supervisor (plus a college counselor for seniors) each term. These adults provide a network of support for every student at Andover. House counselors, day student advisers and classroom teachers write to parents at the end of the fall and spring trimesters, and all Andover faculty members encourage parents to call or e-mail them with questions or turn to them for information about their sons' and daughters' progress.

EXTRA HELP

Classroom teachers are available for extra-help sessions during the morning conference period and at other times as well. The Graham House Counseling Center also offers student tutorial services, study counseling, study skills courses, peer counseling and psychological counseling. The Writing Center offers student writers one-on-one editorial conferences with peer counselors and faculty every Monday, Wednesday and Friday in its computer-equipped

The Phillips Academy Cantata Choir and Chamber Orchestra come into existence under the direction and guidance of

William Thomas, and have been performing on tour every spring since 1977. Some of the tour destinations include Belgium, France, Italy, Scotland, Spain, England and many cities in the United States.

In 1978 Phillips Academy celebrates its 200th birthday with celebrations and festivities.



Donald McNemar is named the 13th headmaster of Phillips Academy in 1981.

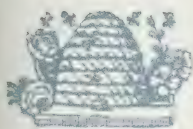


setting. For students having particular struggles with math, a math teacher is available three nights a week at math study hall. And faculty members from the Science Division are available in Evans Hall for special science study hours on Tuesday nights.

COLLEGE COUNSELING

The College Counseling Office carefully guides uppers and seniors through the process of applying for admission to college. Counseling begins in the winter of the upper year with a series of meetings to outline the 18-month cycle and to explain and demystify the college admission process. Each student is assigned to one of the five college counselors; the student and counselor meet first to review academic, personal and extracurricular histories and then to establish tailor-made criteria for the development of an initial college list. Individual and group meetings continue in the fall and winter of senior year, focusing on the refinement of the list and the details of the applications themselves. Parents, who are enlisted from the outset as partners in the process, receive periodic newsletters from the College Counseling Office, and are encouraged to communicate their ideas and concerns to the staff, who are well versed in the exhilaration and the struggles involved in the college application process. The Andover experience is valued by college admissions committees at selective schools, and many students enroll in highly competitive colleges and universities. Still, college admission is extremely competitive and there are no guarantees. The College Counseling Office's goal is to help Andover students take charge of this important rite of passage and to provide them with the tools, the power and the information they will need to make wise choices as they plan for their futures. A list of college matriculations for the 1999 graduating class appears on page 153.

The College Counseling Office maintains a library of college catalogs, financial aid information and testing materials. The office hosts several hundred college admission representatives annually, presents workshops and seminars on various aspects of the college admissions process, such as interviewing and essay writing, and advises students about the college admissions testing programs.



In 1981 the Community Service Program is developed, serving three local agencies. Today, students can participate in volunteer projects at over 25 local organizations.



The tuition for boarders in 1982 is \$7,200.



In 1986, Headmaster McNemar and the chief of foreign relations for the Soviet Ministry of Education sign an exchange program with the Novosibirsk Physics-Mathematics School

in Siberia. The program, the first of its kind for high school students anywhere in the United States, begins the following fall. Later in the decade, Nobel Laureate and peace activist Andrei Sakharov (above left) visits the academy.



OFF-CAMPUS PROGRAMS

Several outstanding off-campus programs are available to Andover's students. Phillips Academy tuition, fees and financial aid, however, do not cover the cost of these programs.

SCHOOL YEAR ABROAD

School Year Abroad, an independent program under the aegis of Andover, Phillips Exeter Academy, St. Paul's School and 20 other independent schools, offers to qualified uppers

and seniors a full academic year of living and studying in China, France or Spain.

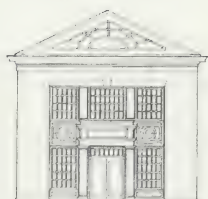
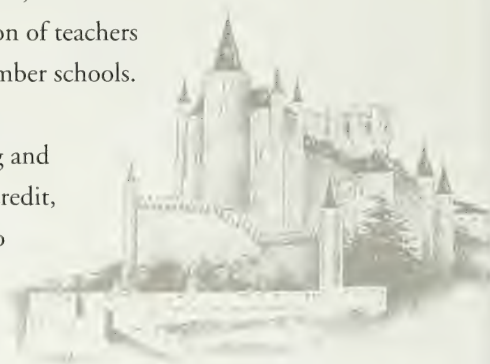
While abroad, students live with host families, participate in the activities of local athletic and social clubs and pursue a course of study (both in English and in Spanish, French or Chinese) under the supervision of teachers from Andover and other member schools.

School Year Abroad offers travel and all college testing and provides full academic credit, permitting students to graduate from

Phillips Academy with their own class. Andover students who wish to participate must consult with their adviser or the dean of studies. Financial aid is available. For more information, please call (978) 725-6828.



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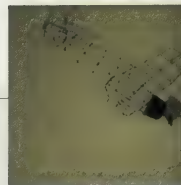


A 30,000-square-foot addition is added to the library in **1988**. The library currently holds more than 100,000 volumes of books.



1991 sees the beginning of the \$5.3 million renovation of the art building. Now known as the Elson

Art Center, the complex is home to Kemper Auditorium; studios for painting, drawing, sculpture, photography and other art classes; the Polk-Lillard Center for Video and Electronic Imaging; the updated Audio



Visual Center with two fully equipped multimedia classrooms; and display areas for student work.

TRIMESTER PROGRAMS IN FOREIGN COUNTRIES

Andover offers small numbers of qualified students trimester programs in several foreign countries. It is possible for advanced-language students to attend a local school in the following cities: fall term, Novosibirsk, Russia; winter term, Göttingen, Germany; Madrid, Spain; Abidjan, Côte d'Ivoire; Antibes, France; spring term, Bologna, Italy; summer, Harbin Institute of Technology, Harbin, China; University of Salamanca, Salamanca, Spain; Toin Exchange Program, Yokohama, Japan; "COLAPEC" in Santo Domingo, Dominican Republic. Each program has its special characteristics. For more information, consult the Division of World Languages at (978) 749-4200.



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TRIMESTER PROGRAMS IN THE UNITED STATES

The **Washington Intern Program**, sponsored by Andover and Exeter, allows a group of uppers and seniors to spend the spring term in Washington, D.C., working in the offices of U.S. senators and representatives.



The **Mountain School Program** of Milton Academy, a semester-long program for uppers, offers students the opportunity to enjoy a different living and learning experience on a 300-acre farm in Vermont.

The **Maine Coast Semester** is a similar, semester-long program offered fall term in Wiscasset, on the coast of Maine. Students continue their academic courses in addition to activities that emphasize practical skills and crafts.



The William W. Rosenau Fitness Center opens in 1992.

The **Life Issues** course is added to the curriculum for lowers, and the science and arts diploma requirements are increased in 1993.



In 1994, Barbara Landis Chase becomes the 14th head of school, the first woman to hold the position.

"Our students will need courage and compassion, a sense of balance and of humor, a commitment to work and to their families, a sure sense of themselves and a deep commitment to the community. They will need knowledge and goodness."

—Barbara Landis Chase
Investiture Address

SUMMER PROGRAMS

THE PHILLIPS ACADEMY SUMMER SESSION

The Phillips Academy Summer Session offers its students intensive academic and personal growth in a pre-college setting. It provides demanding classes, invigorating afternoon activities, engaging trips to colleges and cultural activities, and comfortable dormitories that prepare students for collegiate residential life. More than 60 courses are offered in literature and writing, languages, mathematics, the sciences, OCEANS (marine biology at sea), philosophy, the social sciences, and speech and debate. In addition, opportunities to pursue art courses, music lessons and drama are also available, as is an extensive English as a Second Language program. The average class size is 14. Applicants must be graduates of the 8th, 9th, 10th or 11th grade, with a strong school record and a serious desire to spend the summer in challenging, disciplined study. Financial aid is available. Please call or write:

The Phillips Academy Summer Session
Phillips Academy, 180 Main Street
Andover MA 01810-4161
Telephone: (978) 749-4400
e-mail: summersession@andover.edu
www.andover.edu/summersession

"It was like something out of *Moby Dick* or *Voyage of the Beagle*. Andover's research schooner *Sarah Abbot* was ghosting through the fog on Stellwagen Bank 18 miles northeast of Provincetown when the ship's dog woke from her nap, sniffed the air, and began pacing the deck. Suddenly, we heard a great grump in air. The dog squeaked and pinned her head to the port. Almost instantly, the grey back of a 45-foot humpback whale rose out of the water alongside the schooner as the whale blew and coated the crew in a cloud of mist. Then the humpback rolled on its side, and for three minutes biology students and the whale looked at each other eye-to-eye . . . taking the measure of each other with eyes, ears, minds and hearts."

—Randy Pepper, *Instructor in English*
Instructor, OCEANS summer program

新 春

School Year Abroad, long established in France and Spain, opens a similar program in Beijing, China, in 1994. The program was founded by Andover, Exeter and St. Paul's School.

The following summer program is not available to Andover students but may be of interest to applicants:

(MS)²: MATH AND SCIENCE FOR MINORITY STUDENTS

The (MS)² program—Math and Science for Minority Students—offers mathematics and science instruction during the summer to African-American, Hispanic/Latino and Native-American students who attend public schools in selected urban centers and Native American communities. Ninth-grade boys and girls are selected on the basis of their superior ability and strong interest in mathematics and science, as well as financial need. The goal of the (MS)² program is to prepare minority students to compete successfully for admission to selective colleges and for careers in science, engineering and medicine. Students currently enrolled in Phillips Academy's regular session are ineligible to attend (MS)². Please call or write:



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(MS)²

(MS)² Program, Phillips Academy
Andover MA 01810-4161
Telephone: (978) 749-4402
e-mail: MS2@andover.edu
www.andover.edu/MS2



McKeen Hall on the Abbot campus is renovated in **1989**. Restoration of the remaining two buildings on the Circle, Draper and Abbot halls, begins in **1995**,

creating the following spaces: the Brace Center for Gender Studies, 12 faculty residences, office space for an outreach program and administrative departments, and an apartment for the visiting artist-in-residence.



In **1996** the town of Andover celebrates its 350th birthday.

In September **1996**, Andover's second Faculty Steering Committee, appointed by head of school Chase, issues its report of the school's educational vision for the 21st century.



ANDOVER STUDENTS' TOP 10 DORM DECORATIONS

1. TAPESTRIES
2. POSTERS OF BANDS
3. MAGAZINE CUT-OUTS
4. PLANTS
5. PHOTOGRAPHS
6. GLO-IN-THE-DARK STARS
7. COLLAGES
8. DRIED FLOWERS
9. CRATES FOR BOOKSHELVES
10. LAUNDRY



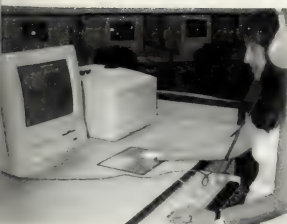
The Brace Center for Gender Studies opens in 1996 in historic Abbot Hall as a place to study and understand gender issues within the framework of a coeducational institution.

The Board of Trustees in October 1996 approves a strategic plan for the school. One of the plan's goals is to reduce the student body from nearly 1,200 to 1,025 over four years.



ANDOVER STUDENTS' TOP 10 READING SELECTIONS

1. *HAMLET*
2. *THE ODYSSEY*
3. *HUCKLEBERRY FINN*
4. *A SEPARATE PEACE*
5. *THE PHILLIPIAN*
6. *SEVENTEEN MAGAZINE*
7. *THEIR EYES WERE WATCHING GOD*
8. *THE NEW YORK TIMES*
9. *THE CATCHER IN THE RYE*
10. *A RAISIN IN THE SUN*



In 1996 The Language Learning Center is created for students studying foreign languages. It is the first all-digital language lab facility in the

country offering access to real-time video and audio files as well as data over the network.



The student literary magazine, *The Courant*, is voted a first prize by the American Press Scholastic Association in 1996. *Backtracks*, the general interest non-fiction student magazine, wins a second prize in the same competition.



"When I came to Andover, I brought with me a footrest that was hand-made in Nigeria. My father brought it to America when he came 30 years ago. As there are many Nigerian paintings, masks and sculptures in our house, the footrest reminds me of home. I think it is important to bring a piece of home with you when you come."

—Kanu Okike, Boylston, Mass.

In **1997** the average is approximately one teaching faculty member for every seven students.



The rededication of the Abbot Circle takes place on May 3, **1997**, marking the beginning of a new era in the history of that physical space.



In May **1997**, the Andover baseball team is invited to play against Exeter on historic Doubleday Field in Cooperstown, N.Y.

In fall **1997**, a new advising system is implemented, fulfilling the first of the Steering Committee Report's recommendations.



"My first couple of weeks at Andover were somewhat hard in terms of work. Because I was getting adjusted to the new life here, I had to wake up early (around 6 a.m.) to finish my work. Part of the problem is that I tend to procrastinate and part of it was that I just had trouble getting to all the work. Luckily, my house counselors were there for me, and with their help I climbed out of this small rut. My house counselors give me lots of academic and personal support."

—Tyler Grace, South Hamilton, Mass.

Summernet

In Summer **1997** the Admission office initiates *Summernet*, a summer distance-learning program over the internet for new 9th and 10th graders.



In **1998** Andover celebrates the 30th anniversary of the school's African-Latino-American society, and the 25th anniversary of coeducation on campus.

During Fall **1998**, Nobel Laureate Seamus Heaney, Nobel Laureate Derek Walcott, and renowned artist Frank Stella (PA '54) spend time on campus working with students in poetry, theatre and art.

In Spring **1999** Nobel Laureate James Watson speaks to students about his discovery of the structure of DNA, and Pulitzer Prize winner Buzzy Bissinger (PA '72) receives the Kayden Visiting Fellow Award in Journalism.

**BEAT
EXETER**



PART FOUR: STUDENT LIFE



INTRODUCTION



What makes Andover such a terrific place? Its founders' goal that the academy attract "Youth from every quarter" makes Andover different from other boarding schools and a richer experience for all.

Students at Andover come from Brooklyn and from Beijing. Some are conservative, while others are liberal. They represent a variety of religions and cultures. We have students with special talents in areas ranging from math to theatre and from sports to music; some have talent in all areas. Our multifaceted community means Andover students can always find someone who shares their interests, appreciates their talents and can give them useful advice when they need it.

The school's cluster system, combined with our academic and psychological counseling services, our Office of Community and Multicultural Development, our chaplains and our health center enable Andover to provide unmatched opportunities for support and guidance. We offer a rich residential curriculum of programs dealing with such issues as interpersonal relationships, drug and alcohol use, human sexuality, and racism. We also take great care to maintain a low student-faculty ratio in the dormitories, so house counselors can oversee their young charges carefully and work efficiently with each student's adviser.

Andover's goal is to bring to its campus talented students who can enjoy the advantages of its size, while at the same time making each individual feel adequately supported and part of the community.

—Steve Carter, *Dean of Students & Residential Life*

April 24, 1999
Andover kicks off *Campaign Andover*, the largest fund-raising drive of any secondary school, to raise \$200 million in support of scholarships, salaries, technology, resources and campus improvements.



In **May 1999**, Andover's Robert S. Peabody Museum of Archaeology took part in the repatriation and reburial of sacred artifacts and the remains of about 2,000 Pecos Indians exhumed

during an expedition lead by Andover archaeologist Alfred V. Kidder from 1915 to 1929. It was the largest reburial of human remains ever to take place in the country.

NATO

Three members of the NATO Briefing Team arrive on campus in Spring **1999** for the lecture "NATO: What Now? What's Next?" Officers from the British Army, the U.S. Navy and the Czech Armed Forces provide updates on the crisis in Kosovo.

END OF
HISTORIC
TIMELINE



RESIDENTIAL LIFE

Andover's 1993 Long-Range Plan emphasized residential life as the school's top priority and the 1996 Steering Committee Report reinforced and strengthened that commitment. Two results of these planning initiatives are a reduction in the student-faculty ratio in dormitories, achieved through a reduction in the size of the student body and the creation of additional faculty apartments in the dorms, and an enhanced advising system. The academy's goal has been to enrich the interaction between house counselors and students and provide adult support for each student outside the classroom. Additionally, the academy has made a substantial commitment to the renewal of its campus facilities, spending \$13 million on dormitory improvements over the last few years. These changes allow for even greater contact between students and faculty and enhance the school's cluster system, the heart and soul of Andover's community life.



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The Clusters

All students at Andover—boarders and day students—are assigned to one of the school's five clusters, which function as small communities within the academy. Dormitories are assigned to clusters according to their geographic neighborhood; each cluster includes girls' and boys' dorms, about 200 day and boarding students from most classes, and 40 faculty families. Clusters create the personal atmosphere of a small school in which everyone knows everyone else and people do most or many things together.

The dean of students oversees the five clusters, each of which is supervised by a cluster dean who knows all the students in the cluster, works closely with student leaders, and is available to students and parents for information and advice. Clusters do not affect students' classes, their extracurricular activities or interscholastic sports, but student orientation, intramural sports, weekday social functions, Blue Key spirit activities and discipline are all organized by cluster.

Dormitories

Boarding students live in boys' or girls' dormitories with house counselors and their families. The dormitories vary in size, housing from four to 42 students. One faculty family is in residence in the smallest dormitories; large dormitories have as many as four faculty residences. All living arrangements encourage close relationships among students and between students and house counselors. Every boarding student has a private telephone and every day student has a voice mailbox, so they can be reached easily, and all

students have e-mail, as well as, a mail box in the full-service mail room in George Washington Hall. One-third of the boarding students live in single rooms, two-thirds in double rooms. Because students benefit from knowing members of all classes, most dormitories house lowers, uppers and seniors. Juniors, the youngest students, benefit from extra supervision and guidance and so live together in dormitories with special study and lights-out policies.

NINTH-GRADERS: JUNIORS

Andover's ninth-graders (juniors) enjoy the support of an academic and residential program specially crafted for their class. A coordinated approach permits classroom teachers, house counselors and advisers to confer and plan as they address these young students' needs and encourage their growth. Each junior day student is assigned to a faculty member who serves as the student's adviser throughout the student's Andover career, providing continuity and support as the student matures. Junior boarding students live in designated junior dormitories with house counselors who monitor their progress carefully and with senior prefects who have been selected because they are role models for good study habits, self-confidence and community spirit. For ninth grade boarding students, advisers are assigned by dormitory. At dormitory meetings, juniors explore topics such as study skills and time management, that help Andover's youngest students adjust to living away from home. With this foundation beneath them, junior boarding students move in the 10th grade year to upper class dorms where, along with a house counselor and co-house counselor, each is paired with a permanent faculty adviser who sees him or her through the Andover career.

Brave, but with effort, had the school-boy come
To the cold comfort of a stranger's home;
How like a dagger to my sinking heart
Came the dry summons, "It is time to part;
Good-by!" "Goo—ood-by! one fond maternal kiss ...
Homesick as death! Was ever pang like this? ...
Too young as yet with willing feet to stray
From the tame fireside, glad to get away, —

From *The School-Boy*
by Oliver Wendell Holmes

*"Finis Origine Pendet—
The end depends upon the
beginning.' I think of this
motto when I think of our
focus on the juniors. They
are at the beginning of
their time here, and the
faculty feel so strongly our
responsibility to ensure it's
the best beginning it can be."*

—Paul Murphy,
instructor in mathematics;
dean of Flagstaff Cluster

RESIDENTIAL EDUCATION AND SUPPORT

Andover takes seriously its responsibility to help students maintain a healthy lifestyle and has developed several specific programs to address alcohol and drug use, human sexuality, nutrition and body image and many other issues that concern young people today. Some of the programs are required, some are voluntary; all are for day students as well as boarders.

Each fall, all new students attend four basic classes in alcohol- and drug-use prevention; all returning students choose from among 36 related workshops given by the Freedom from Chemical Dependency Foundation.

Every student also attends Martin Luther King Day seminars in January and AIDS education workshops in the spring. All lowers (10th-graders) participate in the twice-weekly, term-long Life Issues course Living and Learning in a Multicultural Community. Topics in the course include friendship, identity, drugs and alcohol, sexuality, gender, and racism.

The Brace Center for Gender Studies, the Women's Forum, and the Date Rape Prevention Team offer programs designed to educate the community on gender issues. Those wishing to explore the issues of racism can join SARC (Students Against a Racist Community). Other student-run organizations and support groups deal with such important issues as body image and the aftermath of divorce.

The residential education program is challenging and helpful to Andover's students during their years at Andover and, they say, when they leave for other settings as well.

ISHAM HEALTH CENTER

Phillips Academy employs a full-time physician/medical director who is Board-certified in pediatrics and pediatric endocrinology, a licensed pediatric nurse-practitioner, and 11 registered nurses to staff Isham Health Center. The health center, with 20 beds, is open 24 hours a day while school is in session. Services provided by Isham include lab work and X-rays, nutrition counseling with a dietitian, and scheduled clinics for orthopedics/sports medicine, dermatology and orthodontics. The Isham staff maintains close association with approximately 60 medical and dental specialists in the Andover and Greater Boston communities who are readily available for consultation. Isham Health Center also welcomes requests for follow-up and continuing care from students' home physicians.



GRAHAM HOUSE COUNSELING CENTER

The Graham House Counseling Center serves the community in several ways. The staff is responsible for psychological counseling, academic counseling, study skills courses, student tutorial services, the psychology department curriculum, consultation to faculty and staff and specialized workshops on health and human issues.

THE CAMPUS MINISTRY

Reflective of the school's multicultural student body, the religious ministry at Phillips Academy is diverse. A priest, minister and rabbi serve the ongoing liturgical and celebrative needs of Roman Catholic, Protestant and Jewish students. The chaplains also teach, counsel and help organize a variety of community service and social action projects for the entire campus. To meet the needs of students from other spiritual traditions, opportunities are provided for reflection, meditation and fellowship in a variety of settings both on- and off-campus.

RULES AND DISCIPLINE

Andover enforces a set of rules carefully designed to protect the rights of individuals and to allow the school to achieve its ends. The rules serve to preserve order in the community so learning can take place and to teach students that individual freedom can be achieved only through proper respect for one's self and for others. All incoming students receive a copy of the school's rules, published in *The Blue Book*, and are responsible for knowing and complying with its contents.

When a rule infraction involves discipline rather than counseling, the discipline is handled at the cluster level. Offenses involving a student's integrity, social offenses that threaten the well-being of other individuals or the school community, or continued infractions that indicate an unwillingness to come to terms with the demands of the school all render a student liable to dismissal. Andover takes special care to address issues associated with alcohol and illegal drugs, the possession or use of which is forbidden.

THE OFFICE OF COMMUNITY AND MULTICULTURAL DEVELOPMENT



In keeping with the school's Statement of Purpose, the mission of the Office of Community and Multicultural Development is to raise awareness and encourage sensitivity to differences of race, ethnicity, religion, gender, socioeconomic class, geographical origin and sexual orientation. The office

sponsors workshops, lectures and educational programs for the entire Phillips Academy community and contains a small library and reading area. The dean, student advisers and program coordinators provide support to individual students and student groups. The office is also the home base for Diversity Alliance, a collective of student leaders and faculty advisers of campus cultural clubs.

Learning takes place differently for each person within this complex and diverse community. Students and faculty benefit from attending our many organized cultural celebrations, lectures and workshops throughout the year. Sometimes the most intense learning comes in informal conversations sparked by community or societal issues. Students learn that through investigation and greater understanding of experiences outside their own, they are better prepared to come to a greater understanding of themselves. We have an obligation to assist in their awareness of an ever-evolving world and the role they can play in making a difference.

—Bobby Edwards, *Dean of Community and Multicultural Development*

Special Events

Asian Arts Festival
Black Arts Celebration
Community Service
Celebration Day
Community Service Trip to
Johns Island, S.C.
Divali
Gay Pride Celebration
International Festival
and Dance
International Women's Day
Jewish Cultural Weekend
Kwanzaa Celebration
Latino Arts Celebration
Martin Luther King Jr. Day
Tongues of Hope
Worship Service





DAILY LIFE

Andover operates on a trimester system. The year begins in early September and ends in mid-June, with breaks in December and in the early spring. Students normally have four or five class meetings per day. Classes are held on Monday, Tuesday, Thursday and Friday, the full class days, and on Wednesday morning and selected Saturday mornings in the fall and spring terms. Classes do not meet on Sunday.

The weekly schedule provides time for independent study, rehearsals and sports, for informal visits to the museums and for extracurricular activities.

All students participate in athletics four afternoons a week; interscholastic competitions are held on Wednesday and Saturday afternoons.

All students also spend about two hours each week in the school work program, which is designed to instill a sense of community responsibility for the daily operation of the school, to remind students of the practical elements of life beyond academia and to help the school reduce its operating costs. Students share the jobs of cleaning the dormitories' hallways and common rooms and helping in classrooms, offices and laboratories. All students take turns working in the dining hall.



HOMEWORK

Academic course work is intensive and involves about 20-25 hours outside of class preparation each week. On nights before classes, formal study hours begin at 8 p.m., at which time students must be signed in to their dormitories or an academic area on campus. By 9:45 p.m., students must be studying in their dormitories and be signed in for the night.

Despite the amount of time that must be spent on academic pursuits, most students become very involved in extracurricular activities and social events. By allowing students to make some choices about how they spend their time, Andover encourages independence and personal responsibility.

WEEKENDS



Social events during the week are limited by the demands of the academic program, but the weekend program on campus is exciting and varied. Weekend activities include theatre and musical performances, dances, concerts, coffee houses, lectures, movies, art exhibitions, plays and informal activities. Day students may attend all of these events and are permitted, with their parents' and the house counselor's permission, to sleep over at a friend's dorm; similarly, boarders, with proper permission, may sleep over at a day student's home.

DRESS CODE



Andover does not have a formal dress code, but students are expected to be neat and clean and to dress appropriately for each occasion.

MEALS



Meals are served in Commons, a central dining hall composed of four handsome, traditional dining rooms and four modern serving areas. Several entrees, a pasta bar and salad bar, and homemade bread and soup are available daily. The cost of meals is included in the fees of both boarding and day students.

"When Commons has sliced tomatoes and mozzarella, I can imitate Mozzerelia e Pomodoro, one of my favorites."

—Wilmot Kidd, New York, N.Y.

"The wonderful thing about Commons' buffet style is that students can mix and match the foods provided. Be creative and Commons can seem gourmet!"

—Anne Bartlett, Altadena, Calif.





THE DAILY SCHEDULE

7:15 a.m.	Commons opens for breakfast
7:55 a.m.	Classes begin Weekly All-School meetings on Fridays
9:40 a.m. — 10:10 a.m.	Conference Period on Mondays, Tuesdays, Thursdays and Fridays; (for individual student-teacher conferences) Biweekly academic advising meetings
11:30 a.m.	Commons opens for lunch
3 p.m. — 5 p.m.	Athletics and Community Service
4:45 p.m. — 5:30 p.m.	Additional academic period for some students not involved with interscholastic sports
5 p.m.	Commons opens for dinner
6:20 p.m. — 7:50 p.m.	Co-curricular Programs (club meetings, music and drama rehearsals, publications, etc.)
8 p.m.	Underclass students in their dormitories or doing academic work in the library, language lab, art studio, music building, writing center, science study hall or math study hall
9:45 p.m.	Dorm sign-in for all students on week nights. (During 5-day weeks, Friday evening sign-in for underclass students is 10 p.m., 11 p.m. for seniors. Saturday evening sign-in for all students is 11:30 p.m.)
11 p.m.	Lights out for juniors Lowers are to be in their own rooms During the fall term, uppers are expected to be in their own rooms

Beginning in fall 1999, the daily schedule will include a once-a-week double academic period for most classes.



THE DAILY BULLETIN

OCTOBER 29

ADMINISTRATIVE CLASS SCHEDULE

TODAY, classes meet according to a regular **MONDAY** schedule with **MONDAY** classes.

STUDENT LIFE

ABBA LOVERS USA

or GSA, sans LTA, we're going to Bertucci's this week. Bring your friends. "Play that funky music...."

AMNESTY

TODAY, our weekly meeting will be held in the Underwood Room from 5:30-7 p.m. Write a letter, save a life! Everyone is welcome.

BULLETIN NOTICES

Your notices for the Daily Bulletin may now be forwarded directly to the dean of students office by simply e-mailing to the following address: bulletin. We hope this will expedite your notices as well as help in our efforts to conserve paper. Any questions, please contact Ms. Saladini at 4178.

BUS

TO NYC AND CT, URGENT: For Thanksgiving Holiday - sign up this Thursday in Steinbach Lobby at 9:45-10:15 a.m. - conference period only. First come, first accepted. If insufficient signups, bus will be canceled so, sign up NOW or Dickie will have to cancel the bus. Questions? See Dickie.

CHAPEL COUNCIL

meets Tuesdays in Rose Room (Commons, upper right, next to Ropes). Major planning and input.

CHESS CLUB

meets this Wednesday, 6 p.m., in Sam Phil 13. Free pizza as always.

DRIVER'S ED

The final day to sign-up for Driver's Ed for the school year will be this Wednesday. Classes are held in Kemper Auditorium from 6:30-8 p.m. each Wednesday. Questions? See Mrs. Benedict in the dean of students office.

FCD WEEK

NOVEMBER 11-14; all returning students (and new seniors) will receive an FCD (Freedom from Chemical Dependency) Week Workshop sign-up sheet. Please read carefully, and return choices to dean of students office by November 1.

FACULTY, STAFF

AND PARENTS SAVE MONEY! Entertainment books are being sold on campus until the end of the term for \$30 (\$6 goes to the Prom). See anyone at Student Activities or call 4183. When finals end, so does this offer!

FOCUS

Movie this Friday at 6:45 p.m. in 1924 House. "The Hiding Place" will be shown. Come and enjoy!

FREE CDs

Tune in to WPAA, 91.7 FM, every Wednesday night at 11 p.m. for **Electrochemical Rock**. It's your chance to win free CDs as well as experience the best new and classical rock.

GERMAN TABLE

Deutscher Stammtisch is **canceled for today** due to Senior/Faculty Dinner.

JSU DINNER MEETING

Every Tuesday 5-6 p.m. in the Blue Room. Newcomers are always welcome.

JUGGLING CLUB

will meet on Wednesday at 4:30 p.m. on the lawn in front of Sam Phil.

JUNIOR MOVIE TRIP

this Friday. \$5.00 gets you movie and bus! You must sign up in Student Activities.

MATH CLUB

meets this Wednesday at 6:30 p.m. All are welcome. We're preparing for the second round of the New England Math League. We're currently first.

MODEL UN

holds short meetings every Wednesday at 7:15 p.m. in Morse Hall. In February we go to Georgetown in Washington, D.C., for a conference with thousands of high school students from around the country. New members are most welcome.

NATIVE AMERICAN

CULTURE CLUB meeting will be held at 6:30 p.m. in the Peabody Museum on November 4. We will be showing a movie and discussing Native issues. Refreshments.

OXFAM INTERNATIONAL

Wednesday, 6 p.m., in the Rose Room of Commons.

ROCK ON

Listen to **Rock On** every Thursday at 5 p.m. on WPAA, 91.7 FM. Great music and free gift certificates. Tune in!

THE BEST SHIRT!

Blue Key is selling an **AWESOME** shirt, Tuesday and Wednesday **ONLY**. On the back: "EXETER" with "What's Hot: not much" and "What's not" with a very funny long list. The front has a large "A" with "It's all good." Sleeve has "Andover/Exeter." See/order shirts at lunch, dinner, conference and Student Activities (\$10 short sleeve, \$14 long sleeve).

WIN A \$20,000

COLLEGE SCHOLARSHIP. Stop by the Community Service Office or the College Counseling Office for an application for a REACT magazine "Take Action Award."

SUMMER OPPS

INTERIM YEAR OPTION

Americorps-year: Seniors: Toya Hampton, a representative of Americorps, will be in Commons **TODAY**, 5-6:30 p.m., to talk to interested students about a 10-month service program for a PG year before college. Take time to stop and chat with her.

ATHLETICS

INDOOR TRACK

Organizational and informational meeting in Sam Phil 12 at 5:45 p.m., Thursday. Anybody interested in track is welcome. **Sprint, don't Saunter!**

NORDIC SKIING (X/C)

Mandatory meeting at 5:30 p.m., Wednesday in Ropes, Commons. For returning skiers and anyone new who is interested. Contact Ms. Carlisle if you have questions.

WRESTLING

The preseason meeting will be held **TODAY** at 6:30 p.m. in Borden. All who are thinking about wrestling should come; girls are welcome. Bring shorts and a t-shirt. If you can't make it, call Andy (6904).



EXTRACURRICULAR ACTIVITIES

Extracurricular activities are an important aspect of a student's education, and Andover offers a rich fare, thanks to the range of interests among the student body. The Andover Ambassadors handle the responsibility of conducting campus tours for the Admission Office, and older students who are members of the Tutorial Program offer academic help to fellow students. The student radio station, WPAA (91.7 FM), is on the air daily, serving the local listening area as well as the student body. *The Phillipian*, the academy's prize-winning, student-run weekly newspaper, is wholly uncensored; students lay out the paper and do their own typesetting as well as write the articles and headlines. The school yearbook *Pot Pourri*, the literary magazine *Courant*, plus half a dozen other student publications provide more opportunities for those with a literary bent. Cultural and religious organizations abound, as do theatre and music clubs and course-related groups such as the Quiz Bowl Team, the Political Science Club and the Debate Club. In fact, there is no limit to the variety of organizations or the enthusiasm of their members, and students who do not find an existing club or organization that meets their needs are encouraged to start one.

STUDENT ORGANIZATIONS

Members elected:

Blue Key

Student Council

Open to all:

Andover Drug & Alcohol Awareness Committee

African-Latino-American Society

AIDS Awareness Committee

Alianza Latina

Amateur Radio Club

Ambassadors Club

Amnesty International

Andover Mountain Bike Club

Andover-Japanese Connection

Animal Rights Club

Archaeology Club

Art Club

Asian Society

Astronomy Club

Backtracks (magazine of commentary)

Blue Buzz (student publication)

Cercle Français

Chapel Council

Chess Club

Chinese Club

Chinese Student Association
 Computer Club
 Cooking Club
Courant (literary magazine)
 Dance Club
 Earth Friends
 Fencing Club
 Film Society
 FOCUS (Fellowship of Christians in Universities and Schools)
 Gay/Straight Alliance
 German Club
 Handbell Choir
 Hellenic Society
 Hindu Student Union
 Indo-Pakistani Society
 Inter-Cultural Student Association
 International Club
 Irish-Scottish-Anglo-American Club (ISAAC)
 Jewish Student Union
 Junior State of America
 Korean Student Fellowship
 Math Club
 Men's Forum
Mind's Eye (student publication)
 Model United Nations Club
 Muslim Student Union

Native American Culture Club
 Newman Club (Catholic fellowship)
Overtime (student publication)
 Oxfam
 Philharmonic Society
The Phillipian (student newspaper)
 Philomathean Society (debating society)
 Physical Health Information Team
Pot Pourri (school yearbook)
Prometheus (student publication)
 Quiz Bowl Team
 Republican Club
 Students Against a Racist Community
Smack! (political magazine)
Soapbox (student publication)
 Spanish Club
 Student Medical Society
 Tech Masters
 Ultimate Frisbee Club
 Women's Forum
 WPAA (campus radio station)













PART FIVE: ATHLETICS



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n keeping with Andover's commitment to provide a depth and breadth of choices to our students, the athletic department offers dozens of sports, dance and exercise options at every level of instruction. Our competitive athletes work with coaches widely recognized as among the

best in secondary school education, and they face rigorous interscholastic competition from other prep schools and from Boston-area colleges. The training room is coeducational and fully staffed with three trainers who work with the school physician and the staff at Isham Health Center; the trainers test varsity athletes for fitness and prescribe conditioning programs. Our recreational athletes have as options not only intramural and recreational sports, but such special programs as scuba diving, Search and Rescue, classical ballet, basics, modern dance, yoga and aerobics. All lowers (10th-graders) also take one challenge-based physical education course five hours a week for one term.

These students are tested for physical aptitude and instructed in safety, health and exercise physiology,

learn drown-proofing, master a ropes course, and gain the information and skills they will need to maintain lifetime wellness.

"It is 3 p.m. Students and faculty are transformed from scholars to athletes as they dump their bookbags and briefcases and head across campus to the locker rooms. Now, varsity and sub-varsity athletes overrun the courts and fields, dancers rehearse, cross-country skiers glide across trails, rowers slide oars in the river, hikers head for the hills, the divers soar, the pool shimmers, the fitness center's jamming, and every sort of ball and puck goes whizzing toward a goalie. Up on the quadrangle, the academic buildings stand serenely silent in the afternoon sun. At

Andover, to play's the thing!"

—Leon Modeste, *Director of Athletics*
Chair of Physical Education Department
Instructor in Physical Education



"My biggest extracurricular time commitment at Andover has been women's varsity water polo. A relatively new team at Andover when I got here, the women's water polo team has now been the New England Champion team for three years in a row. I generally spend about an hour and a half at the pool daily during the fall season. While I expected this time commitment to get in the way of my studies, I soon learned that it helped me to organize my time and to plan ahead."

—Anne Bartlett, Altadena, Calif.



Andover's athletic facilities are among the finest in the country and include 18 playing fields and 19 tennis courts; the Sorata Track; and three gymnasiums with swimming and diving pools, basketball and squash courts, two dance studios, wrestling room and state-of-the-art fitness center; the Case Memorial Cage with its indoor track, the Sumner Smith Hockey Rink and the James C. Greenway boathouse on the Merrimack River.

INTERSCHOLASTIC SPORTS

Fall

Soccer
Football
Water Polo
Cross-Country
Field Hockey
Volleyball

Winter

Basketball
Hockey
Nordic Skiing
Squash
Swimming
Track
Wrestling

Spring

Baseball
Cycling
Crew
Golf
Lacrosse
Tennis
Track & Field
Softball
Volleyball

INTERSCHOLASTIC, INTRAMURAL, RECREATIONAL AND FITNESS ATHLETICS

Fall

Ballet
Basics (fitness)
Crew
Cross-Country
Field Hockey
Football
Modern Dance
Search & Rescue
Soccer
Spirit Leaders
Squash
Swim Instruction
Tennis
Volleyball
Water Polo
Yoga

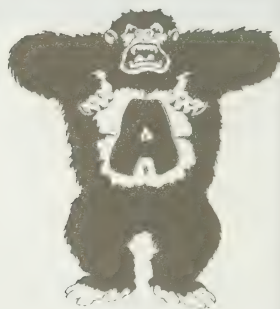
Winter

Ballet
Basics
Basketball
Hockey
Modern Dance
Nordic Skiing
Search & Rescue
Spirit Leaders
Squash

Swimming & diving
Track
Wrestling
Yoga

Spring

Ballet
Baseball
Basics
Crew
Cycling
Golf
Lacrosse
Modern Dance
Search & Rescue
Softball
Squash
Swim Instruction
Tai Chi
Tennis
Track
Ultimate Frisbee
Yoga
Volleyball



"The pep rally which was held during New Student Orientation was very impressive. All of the Blue Key and the juniors cheering together at the Bell Tower was an awesome event. You could feel all the school spirit and enthusiasm in the air. My voice was sore the next day from screaming so much, but it was so much fun that I didn't care. The pep rally gave me a good sense of how much school spirit the student body has."

—Sandra Sanchez, Carpinteria, Cal



The immortal boy, the coming heir of all
 Springs from his desk to "urge the flying ball,"
 Cleaves with his bending oar the glassy waves,
 With sinewy arm the dashing current braves
 The same bright creature in these haunts of ours
 That Eton shadowed with her "antique towers."

From *The School-Boy*
 by Oliver Wendell Holmes





PART SIX: THE ARTS



he arts in all their forms are at the heart of Andover life. Students, faculty and visiting artists study, create, rehearse and perform 60 musical concerts, 15 major theatrical or dance concerts with sets and costumes, and 30 smaller theatre or dance productions each year, as well as presenting a student art show each term.

In classes, students study the theory and history of music, art, theatre and dance and take such courses as drawing, design, painting, ballet, modern dance, directing, technical theatre, sculpture, photography, printmaking, architecture, filmmaking, ceramics, computer graphics, chamber music, electronic music and jazz. At the Addison Gallery of American Art and the Peabody Museum of Archaeology, students find inspiration in the museums' treasures and in the advice offered by visiting scholars and artists. And in their free time, the students make extensive use of the rehearsal rooms, studios, darkrooms and theatres of George Washington Hall, Graves Hall and the Elson Art Center, pouring their music, voices and laughter over a campus enlivened immensely by their robust creative energy.







"It's impossible to say the most difficult piece the students performed recently. We did perform Felix Mendelssohn's oratorio Elijah, so anyone who's reading this will know the kind of music we're doing. Rasaan Ogilvie sang a number of solos in it, and also performed the role of Jim in the musical Big River. His specialty is singing; he's a baritone, and a young man who's destined to distinguish himself nationally and internationally. It's exciting to have talent of this sort at a high school, and we have a lot of it! Why, there's Charlene and Jennifer and Nathan and Abigail and Rachel and Adam and Drew, and, oh, the list goes on and on."

—William Thomas

Instructor in Music and Director of Performance

Photographs of Dorothea Lange, a recent special exhibition at the Addison Gallery of American Art, included 85 of Lange's famous vintage prints documenting small-town life in Utah and Ireland, the internment of West Coast Japanese-Americans, and America in the 1930s.



The Cantata Choir of 60-80 singers and the Chamber Orchestra of 25 string players and additional winds have toured regularly for the past 20 years throughout the United States, Canada and Europe. The tour to Greece and Turkey in 1998 featured performances of Purcell's *Dido and Aeneas* and the last movement of Beethoven's choral symphony.

The largest of the school's musical groups is the Symphony Orchestra with 65 strings, 25 winds, brass and percussion. Recent performances include Rimsky-Korsakov's *Scheherazade* and *Capriccio Espagnol*, Tchaikovsky's *Romeo and Juliet*, William Grant Still's *Afro-American Symphony*, Mendelssohn's *Reformation Symphony*, Rossini's overtures to *The Barber of Seville* and *William Tell*, Mozart's overtures to *The Magic Flute* and *The Marriage of Figaro*, Dvorak's *New World Symphony*, and Stravinsky's *Firebird Suite*.

Phillips Academy students and faculty have taken theatrical productions on summer tours to the American High School Theatre Festival in Edinburgh, Scotland. One of only six schools invited to the prestigious festival, Andover presented the play *Highest Standard of Living* by Keith Reddin in summer 1995 and the exuberant musical *Big River: The Adventures of Huckleberry Finn* in 1997. In 1999, they were invited to bring *We Bombed in New Haven* to the Festival.





PART SEVEN: COMMUNITY SERVICE



Andover's Community Service Program provides opportunities for students to volunteer time in service in the town of Andover and also nearby in Lawrence, North Andover, Boxford and Tewksbury. Each trimester, more than 350 students and 20-30 adults participate in these service learning projects, in which they give of themselves and receive in return a world of knowledge and a sense of profound satisfaction. Each community service project includes orientation, training, experience, and time for reflection.

Students may volunteer once per term or several hours each week; they are encouraged only to plan carefully so they can fulfill the commitment they choose to make. Students may take academic courses or Independent Study that include community service as an integral component, or they may volunteer for programs that meet in the afternoon and evening or on weekends. Flexibility in the schedule allows students to fulfill their athletic requirement at off-hours should they choose to volunteer in the afternoons. For example, there are many community service opportunities that exist in which even varsity athletes and busy artists are able to participate fully.

The Community Service Program has been developed so that, through active involvement, students learn more about the larger community and their potential in it. Inevitably, as they live up to the academy's motto, *non sibi* (not for one's self), they experience great personal growth while developing the knowledge, skills and commitment for a lifetime of effective participation in public life.

Each year, the Community Service Program sponsors a Community Service Alternative Break Trip. Approximately 35 students and faculty travel to the Sea Islands of South Carolina for the first week of their spring vacation. There they work in cooperation with a local organization to refurbish or construct housing. Past projects have included roofing, tiling floors, digging foundations and constructing wheelchair ramps, among other tasks. In addition, participants visit the historic city of Charleston and meet with local community leaders.



ONGOING PROJECTS

ACADEMIC COURSES RELATING TO COMMUNITY SERVICE

English 541: Writing Through the Universe of Discourse

Social Science 42: The Urban Studies Institute

Social Science 64: Masculine/Feminine/Human: Issues in Gender Relations

Spanish 43: The Hispanic Presence in the U.S.A.

Spanish 53: AP Language in the Lawrence Community

ELDERLY

Academy Manor

Greenery

Mary Immaculate Nursing Home

ENVIRONMENTAL

M.S.P.C.A.

Other student organizations

Earth Friends

Recycling Coalition

HEALTH

Corpus Christi AIDS Hospice

Greater Lawrence Family Health Care Center

Greenery

Lawrence General Hospital

HOUSING AND HUNGER

Bread and Roses

Habitat for Humanity

Lazarus House

Walk for Hunger

NEW AMERICANS

Project V.O.I. C. E.

Russian Tea and Family Visits

Seton Asian Society

Spanish 43: The Hispanic Presence in the U.S.A.

Spanish 53: AP Language in the Lawrence Community

POLITICAL ACTION

Project V.O.I.C.E.

Other Student Organizations

Amnesty International
Oxfam

SPECIAL NEEDS

ARC

Easter Seals Swimming

Greenery

Windrush Farm

YOUTH

The Childrens's Place at Philips Academy (child care)

Andover Lawrence String Program

Bancroft Elementary

Bread Loaf Writing Workshop

Bread Loaf Pen Pals

Community Day Care
Preschool

Community Day Care
Latchkey

English 541: Writing Through the Universe of Discourse

Lawrence Boys' Club

Lawrence Girls' Club

Leahy After School
Tutoring

Los Amigos After School
Program

Music Enrichment

PALS

Project V.O.I.C.E.

Science Club for Girls

Seton Asian Society

Sí, Se Puede

Sports Clinics

SIS

Theatre Troupe

World Games

Youth Explorations in
Science

SPECIAL EVENTS

Bread and Roses Picnic

City Year Serve-a-Thon

Clothing, toy and
food drives

Martin Luther King Jr.
Day

Sports Clinics

Spring Celebration Day

Walk for Hunger



Public and community service is integral to the educational mission of Phillips Academy. In accordance with the school's motto, *non sibi* (not for one's self), the Phillips Academy Community Service Program strives to:

- promote and provide structured opportunities for students, staff and faculty to engage in public service;
- foster collaborative relationships with individuals, organizations and schools that address problems and build upon assets of local and global communities;
- connect academic learning to community problem solving through the development of service learning courses in a variety of disciplines;
- inspire responsibility and personal growth by supporting volunteers, encouraging student initiatives and providing a comprehensive leadership education program; and
- motivate students to consider and act upon issues of social justice and civic responsibility and thus foster a commitment to a lifetime of effective participation in public life.

— *The Community Service Program Mission Statement*
written by the 1997-98 student coordinators and faculty advisory board.











"Although I had toured the school and thought I knew what to expect, when I arrived on campus for new student orientation, I began to wonder if Andover was the place for me. After meeting my adviser, Reverend Philip Zaeder, who made me feel at home and relaxed, my doubts ceased. Throughout my first year, Reverend Zaeder was always available and willing to listen. We often met over lunch to discuss my classes, athletics and extracurricular activities. I will always be thankful for his assistance in helping me make a successful transition to this tremendous high school."

—Brian Heighington, Dracut, Mass.



"If I had to give incoming students one piece of advice, I would tell them to not be shy. Take risks in and out of the classroom. This is the only way to leave Phillips Academy truly 'educated'."

—Richard Powell, St. Catherine, Jamaica



ADMISSION INFORMATION

YOUTH FROM EVERY QUARTER



he school's constitution, written in 1778, states that Andover "shall be ever equally open to Youth of requisite qualifications from every quarter." With this principle in mind, the basic requirement for admission to

Andover today continues to be evidence of sound character and strong academic achievement. The school is especially interested in candidates who demonstrate independence, maturity and concern for others, in addition to high performance in studies and activities. Valuing diversity in its student body, the school seeks to bring together a community from all parts of the country and from many nations.

The school's endowment covers approximately one-third of the cost of an Andover education. Therefore, in fact, every student receives financial aid. In addition, because of the generosity of a large number of alumni and friends, further financial assistance is available (see Financial Aid and Financial Planning, page 127).

APPLICATION PROCEDURES

Priority will be given to day student candidates who complete the application and interview by January 15, and to boarding candidates who complete the application and interview by February 1. A decision from the Admission Committee will be mailed on March 10. The possibility of admission is considerably lessened for all applicants who complete the process after the stated deadlines, and decisions for this group may not be rendered before May 1. A deposit of \$1,000 is required to reserve a place at the time admission is offered to an applicant.

If you have questions about Andover's admission or application procedures, call or write:

Admission Office
Phillips Academy
Andover, Massachusetts 01810-4161
Admission Office direct line: (978) 749-4050
Academy switchboard: (978) 749-4000 ext. 4050
Admission Office e-mail: admissions@andover.edu
Academy Website: www.Andover.edu
Office hours: Monday through Friday, 8:30 a.m. to 4:30 p.m. and designated Saturdays, 8:30 a.m. to 12 noon, October 1 through January 31.

DAY STUDENTS

Students residing in several nearby cities and towns may choose whether to apply as day students or as boarders. This is a one-time only choice which must be made when the application is submitted to the Admission Office. Day students comprise approximately one fourth of the student body.

Students residing in Andover or in North Andover must apply as day students. Applicants from the following cities and towns have a choice: Atkinson (NH), Bradford, Boxford, Dracut, Georgetown, Groveland, Haverhill, Lawrence, Lowell, Lynnfield, Methuen, Middleton, North Reading, Pelham (NH), Plaistow (NH), Reading, Salem (NH), Tewksbury and Wilmington.

Families are urged to consider carefully all aspects of each option, including transportation, finances, accessibility to the variety of on-campus activities, and the relative merits of living at home vs. school residence for the student. The Admission Office will be happy to assist families in reaching the best decisions for their needs.

Candidates living outside our day student area but intending to move before September to a day student town should discuss the situation with an admission officer, apply as boarders and notify the admission office when the move is completed. At that point, candidates will be changed to day student status. Current students who move to either Andover or North Andover are required to become day students.

FOUR STEPS TO BE COMPLETED FOR APPLICATION

1. Return Preliminary Application

Submit the Preliminary Application, located in the pocket at the back of the catalog, and the non-refundable \$35 fee as soon as possible. (Checks are to be made payable to the Trustees of Phillips Academy.) **Applications will not be considered unless the Preliminary Application and fee are received.**

2. Schedule a Personal Interview

Day student candidates must complete their interviews by January 15 and boarding candidates by February 1. Candidates are encouraged to schedule interviews in either the spring, summer or early fall of the year before they intend to enter. It is in everyone's best interest for the interview to take place as early as possible. A visit to the academy is desirable, as it gives candidates a chance to have questions answered and to see the school. Please allow two hours for the tour and interview, and be sure to dress with the weather in mind. After the interview, candidates and their families are welcome to

walk about the campus, visit the Addison Gallery of American Art or the Peabody Museum of Archaeology or watch games and practices. Candidates who cannot visit the academy are themselves responsible for arranging an interview with an Alumni Admission Representative (see page 131). **Please note: Massachusetts families who need an Alumni Admission Representative interview and have not scheduled one by January 15 should contact the Admission Office for assistance.**

3. Return the Final Application Forms

Final application forms, mailed in mid-November, should be completed and returned as soon as final or mid-semester grades are available for the fall term. The transcript must include current grades for the application to be complete. Priority consideration is given to day student applications submitted by January 15 and to boarding applications submitted by the advertised deadline of February 1. (Candidates who apply after February 1 should return forms immediately.) Teacher recommendations should be from current teachers. We cannot accept any application forms by fax.

4. Take the Appropriate Standardized Admission Test

Although most candidates for grades 9-11 submit the Secondary School Admission Test (SSAT), candidates who wish to present the Educational Records Bureau's Independent School Entrance Examination (ISEE) may do so. Whenever possible, international students for whom English is not the primary language should also submit the Test of English as a Foreign Language (TOEFL).

SECONDARY SCHOOL ADMISSION TEST

The 1999-2000 Student Guide, published by the Secondary School Admission Test Board, Princeton NJ 08540, will be sent by Andover to all candidates. This Student Guide describes the Secondary School Admission Test, which will be given on the following dates:

- * November 13, 1999
December 11, 1999
- * January 8, 2000
March 4, 2000
- * April 15, 2000
June 10, 2000

* *International administration*

Candidates are strongly urged to take the SSAT administered in either November or December 1998. (The December test will not be given in foreign countries.) Otherwise, candidates should take the January 2000 administration.

TWELFTH-GRADE OR POSTGRADUATE CANDIDATES

Instead of the Secondary School Admission Test, senior and postgraduate candidates must take either the Preliminary Scholastic Aptitude Test (PSAT) or the Scholastic Aptitude Test (SAT) of the College Board Scholastic Aptitude Tests (CEEB, Box 592, Princeton NJ 08540).

Postgraduates are full-fledged members of the senior class and are eligible for all school activities. Because of their academic credits, they frequently have maximum flexibility in course selection.

EARLY DECISION

Andover does not participate in any early decision plan for admission.

SCHOOL COSTS AND AFFORDABILITY

TUITION AND FEES

The tuition for 1999-2000 is \$24,500 for boarding students and \$18,900 for day students. The average annual cost to educate a student at Andover is approximately \$41,000. The difference between the annual cost and the tuition charge is made up from gifts and income from endowment, which are the products of the generosity of alumni, parents and friends. To reserve a student's place for a given school year, a deposit in the amount of \$1,000 must be received by the acceptance deadline, April 10, in the case of a newly admitted student, or by May 1, in the case of a returning student. It is non-refundable under any circumstances.

The tuition less the above deposit is billed in two equal amounts, with half the tuition and fees due July 15 and the final payment due December 1. The award of scholarship aid or loan reduces the billed amount accordingly.

No tuition refund will be made for any student who withdraws, is dismissed, or is absent for any reason after registration.

An optional Tuition Refund Plan is offered, at 2.5 percent of tuition, to protect

against the departure of a student for any reason. Under this plan, 70 percent of the unused portion of the tuition for school days remaining is refunded.

Tuition covers instruction, board, room (including basic furniture), physical training and most athletic privileges, use of laboratory equipment and material, and admission to all authorized athletic contests and most authorized entertainment at George Washington Hall or elsewhere on campus, including the Saturday evening movies.

The school provides sports uniforms and most athletic equipment. Students are required to bring their own footwear and urged to bring whatever other personal athletic equipment they already possess.

OTHER EXPENSES

Tuition does not include a technology fee, materials for art courses, medical expenses and insurance, telephone charges, textbooks, laundry, school supplies or breakage and/or damage to school property. Typically these expenses total about \$1,600.

Tuition does not cover private music lessons or the cost of participation in the Washington Intern Program, School Year Abroad or other off-campus programs.

Bills for items not included in tuition charges may be rendered at any time during the school year. All charges must be paid by their due date in order to assure a student's place at the academy. Students with past-due bills may be asked to leave at any time. The diploma of the academy will not be awarded to seniors whose school accounts are not paid in full by June 1.

FINANCIAL AID AND FINANCIAL PLANNING

Financial need should never discourage a student from applying for admission to Phillips Academy. Andover offers full Financial Aid Grants for low-income families, and Financial Aid Grants and low-interest, deferred-payment Student Loans to meet a broad spectrum of need. To help all Andover families with financial planning, the school has created the Andover Plan, an innovative package of four payment options.

Financial Aid

Operating Budget: \$7.1 million

Scholarship Grants: \$6.8 million

Average grant for returning students: \$16,000

Student Loans: \$500,000 in 1999-2000

(presently at 6% interest)

If you are not sure whether you qualify for financial aid of some kind, we encourage you to apply; this is the best way to find out.

Because Andover values and seeks an economically diverse student body, aid is awarded only on a basis of demonstrated need. Need depends on many variables, such as family income, number of children, age of parents, other tuitions, unusual medical expenses, taxes, assets, liabilities, etc.

TO APPLY FOR FINANCIAL AID

1. When filling out the Preliminary Application, parents should check "yes" for financial aid.
2. Andover will send you the Parents' Financial Statement (PFS). Fill it out and send the original to the School Scholarship Service (SSS) in Princeton, N.J. The SSS uses a formula nationally accepted among independent schools to analyze need and provides Andover with a preliminary estimate of your family's ability to contribute to educational expenses. The process assures that all schools to which a student applies will base their calculations on the same data.
3. Send a copy of the PFS to Andover prior to January 15, along with the most recent IRS 1040 and W2 forms when they become available.

Requests for aid filed after the January 15 deadline may not be processed in time to be included in the initial allocation of financial aid funds.

DIVORCED OR SEPARATED PARENTS

The resources of both natural parents must be considered in cases where a divorce or separation has taken place. This information should be included on the financial statement provided by the school. The availability of complete information from both parents is essential to assure a fair assessment of the family contribution. Lack of this information may result in no award of aid or an arbitrarily low financial aid package. Financial aid award letters are mailed in the same envelope as the Certificate of Admission, on March 10. For more detailed information, direct your letter or telephone call to:

James F. Ventre, *Director of Financial Aid*
Phillips Academy
Andover MA 01810-4161
Telephone: (978) 749-4059

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FINANCIAL PLANNING: THE ANDOVER PLAN

All families, whether or not they are receiving financial aid or loans, benefit from planning carefully the way in which they will pay for their children's education.

Accordingly, Andover created the Andover Plan, four different payment options designed with the help of the Knight College Resource Group of Boston. Briefly, the options are: a one-time tuition payment which avoids tuition increases; two programs that access credit loans; and arrangement of a monthly budgeting plan. All students who are enrolled on a full-time basis are eligible for these plans, which are explained in detail on the following page.

THE ANDOVER PLAN

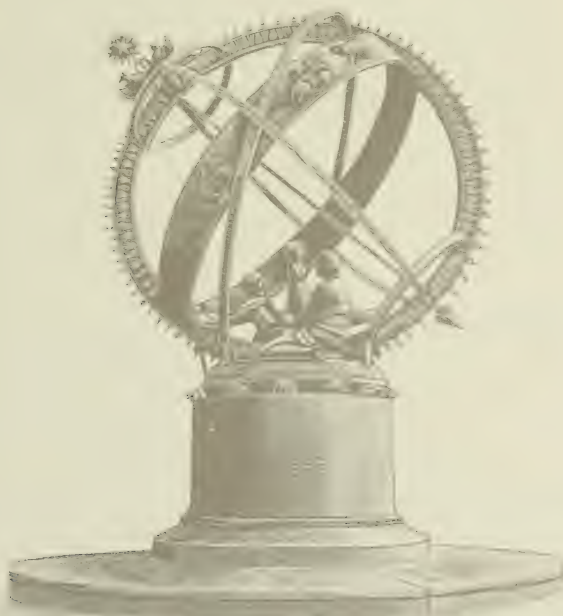
The Andover Plan provides four additional options for a range of family situations.

	Monthly Payment Plan	Achiever Loan®	Guaranteed Tuition Single Payment	prepGATE
Features	<ul style="list-style-type: none"> • Annual education expenses, or family contributions for financial aid recipients, in 10 equal monthly payments • Application fee of \$55 • Family pays KNIGHT College Resource Group who pays Phillips Academy 	<ul style="list-style-type: none"> • Reserve the funds for 1 to 4 years of school; interest is charged only on the amounts actually paid to the school. • Favorable interest rate; set quarterly to 13-week T-Bill + 4.5% (8.75% as of 2nd quarter 1999; 9.09% APR) • 10-year repayment term 	<ul style="list-style-type: none"> • Families prepay tuition from their own resources for a student's entire Andover education at the entry-level cost times the number of years, e.g. four for a junior, three for a lower, two for an upper 	<ul style="list-style-type: none"> • Favorable interest rate; set quarterly to 13-week T-Bill + 3.1% (7.65% as of 2nd quarter 1999; 8.50% APR) • 10 year repayment term • No prepayment penalties • No application fee
Benefits	<ul style="list-style-type: none"> • No credit review • No interest • Payments are spread over 10 months • Optional Education Completion Protection • Families may budget any annual amount of expense over 10 months • Direct Debit Option—payments can be automatically withdrawn from your checking account 	<ul style="list-style-type: none"> • Apply by fax, mail or phone – conditional approval in as little as 24 hours • Flexible repayment terms • Low interest rate and overall cost • Can also be used for college • Optional Education Completion Protection 	<ul style="list-style-type: none"> • No tuition increases 	<ul style="list-style-type: none"> • Apply by phone, mail or fax • Approval by next business day • Specially designed credit test to enable increased program access • Low overall financing cost • Can be used to finance college as well
Eligibility	<ul style="list-style-type: none"> • Families receiving financial aid and those not receiving financial aid 	<ul style="list-style-type: none"> • Families receiving financial aid and those not receiving financial aid 	<ul style="list-style-type: none"> • Families not receiving financial aid 	<ul style="list-style-type: none"> • Families receiving financial aid and those not receiving financial aid
Obligation	<ul style="list-style-type: none"> • Monthly payments to Knight 	<ul style="list-style-type: none"> • Monthly payments to Knight 	<ul style="list-style-type: none"> • Prepayment of entire four, three, or two years of tuition at first year's rate 	<ul style="list-style-type: none"> • Monthly payments to BankBoston
Source	<ul style="list-style-type: none"> • Family funds 	<ul style="list-style-type: none"> • Loan 	<ul style="list-style-type: none"> • Family funds 	<ul style="list-style-type: none"> • Loan
Telephone	1-800-539-5363	1-800-539-5363	1-800-749-4504	1-800-895-4283

ALUMNI REPRESENTATIVES

While it is advisable from the student's point of view to visit Andover, distance frequently renders a visit impractical. When this is the case, the candidate should write or telephone the most conveniently located alumni admission representative and arrange for an interview. After you arrange for an interview with an alumni admission representative, please notify the Andover admission office of the date of the interview and the name of the interviewer. This procedure will help us keep your records up-to-date. A candidate unable to arrange for an alumni admission representative interview should communicate with the admission office for assistance. All interviews with alumni admission representatives must be conducted by January 15 for day student candidates or February 1 for boarding student candidates or the candidate will not receive a March 10 decision. Applicants interviewed after those deadlines will be considered as late candidates.

Alumni Admission Representatives are local alumni who have volunteered their time to assist the school with the admission process. They are often busy people who have many demands upon their time. Applicants and their families are urged to schedule appointments with alumni interviewers well in advance of the deadlines to avoid schedule conflicts.



ALABAMA

Huntsville

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Director of Product
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Douglas Aerospace
689 Discovery Drive, 35806
(205) 922-4555 (W)

ALASKA

Anchorage

Kevin Fitzgerald '78
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(907) 274-4431 (H)

Juneau

Andy Hemenway '66
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(907) 586-3789 (H)
(907) 465-2252 (W)

ARIZONA

Phoenix

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85048
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(602) 506-8091 (W)

John Poinier '85
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(602) 947-4964 (H)

Tucson

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CALIFORNIA

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91436
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(310) 201-3505 (W)

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Bunshoft
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17th Floor, 90071
(213) 623-7777 (W)

Robert J. Cathcart '64
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P.O. Box 90184, 90036-4421
(323) 651-4254 (W)

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c/o Tom Bergin's Tavern
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90036-4421
(323) 936-7151 (W)
and
451 Veteran Avenue,
90024-1913
(310) 275-5529 (H)

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(619) 595-1209 (W)

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(415) 338-0155 (W)

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Pillsbury Madison & Sutro
LLP
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(415) 983-1570 (W)

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(415) 399-0110 (W)

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Folger, Levin & Kahn
Embarcadero Center West
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(303) 830-2171 (W)

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(203) 655-1023 (W)

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(203) 869-1441 (H)
(203) 869-1144 (W)

Andy and Nina Lesueur '84
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(808) 524-5183 (W)

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(312) 573-4522 (W)

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(508) 286-3462 (W)

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(617) 946-3997 (W)

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(617) 338-1333 (W)

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Tim Cameron '75
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(617) 295-2070 (W)

Newton

Doug D'Agata '88
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Scituate

Joshua McKain '86
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02066
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MICHIGAN*Ann Arbor*

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(734) 668-4040 (W)

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'47
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2972
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(507) 284-2217 (W)

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Mayo Clinic, 55905
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NEW JERSEY

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Eunice E. Lee '86
Shanley & Fisher, P.C.
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(201) 285-1000 (W)

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(973) 693-6444 (W)

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Anthony

Page Mason Hatfield '75
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NEW YORK

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Bronx

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10019-4097
(212) 603-2202 (W)

Todd Hearle '90
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(212) 292-6473 (W)

Sven Hsia '59
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10128
(212) 410-6028 (H)
(212) 509-6567 (W)

Michael E. Marrus '81
C.E. Unterberg, Towbin
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(212) 570-1241 (H)
(212) 572-8024 (W)

Rowena Dale Mohammed '87
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(718) 994-4985 (H)
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Derrick C. Wallace '75
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(212) 815-2870 (W)

Pleasantville

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NORTH CAROLINA

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(919) 483-2805 (W)

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Hingham

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Sunfish Lake

Thomas and Mary Ann
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Drew

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Hollis

Larry and Karen Denmark
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Nashua

Jean Gottesman
Eric '94, Marc '96,
Michael '98
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Rodger and Helen Phillips
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Layla '92
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Manuel and Margarita
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Juan '97
Pedro Henriquez
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Stephen and Machiko
Romaine
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THE NETHERLANDS

Mr. and Mrs. John Smiljanic
J.R. '92
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COLLEGE MATRICULATIONS FOR THE CLASS OF 1999

College	Admitted	Matriculated	College	Admitted	Matriculated
American U	6	1	Manhattan College	1	1
Amherst	15	12	Manhattanville	1	1
Babson	9	3	MIT	10	6
Bard	2	1	McGill	16	4
Barnard	5	1	Univ. of Miami	1	1
Bates	12	4	Univ. of Michigan	30	5
Bennington	1	1	Middlebury	5	1
Boston College	17	6	Mount Holyoke	2	1
Boston University	63	7	Univ. of New Hampshire	5	1
Bowdoin	8	4	New York University	22	4
Brandeis	7	1	Univ. of North Carolina	8	3
Brown	24	17	Northeastern	6	1
Bucknell	2	1	Northwestern	16	3
U Cal/Berkeley	16	4	Notre Dame	5	2
Cal Tech	2	1	Oberlin	10	2
Carleton	5	1	Occidental	3	1
Carnegie Mellon	19	3	Univ. of Pennsylvania	28	10
Case Western	6	1	Princeton	8	7
Univ. of Chicago	17	6	Queens Univ/Canada	3	1
Colby	7	3	Reed	5	2
Colgate	4	1	Rensselaer	6	1
Univ. of Colorado	10	5	Univ of Rochester	4	1
Columbia	30	15	Royal Med Col/Ireland	1	1
Connecticut College	9	5	Saint Andrews/Scotland	2	2
Cornell	15	5	Skidmore	7	2
Dartmouth	12	2	Smith	4	1
Duke	19	8	Univ. of Southern Cal	12	3
Emory	20	5	Stanford	12	6
Fairfield	3	1	Syracuse	12	3
Fordham	2	1	Univ. of Texas/Austin	2	1
Franklin Col/ Switzerland	1	1	Trinity College/CT	8	1
Franklin and Marshall	5	1	Tufts	28	5
George Washington U	15	2	Tulane	13	5
Georgetown	28	15	US Naval Academy	2	2
Gettysburg	1	1	Vanderbilt	13	4
Hamilton	10	1	Vassar	6	1
Hampshire	1	1	Univ of Vermont	5	1
Harvard	18	14	Univ. of Virginia	6	4
Haverford	5	2	U of Washington/Seattle	4	2
Holy Cross	9	3	Wellesley	4	1
Univ. of Illinois/Chicago	1	1	Wesleyan	15	8
Univ. of Illinois/Urbana	2	1	Wheaton	3	1
Ithaca	1	1	William and Mary	4	1
Johns Hopkins	21	4	Williams	10	4
Lehigh	4	2	Univ. of Wisconsin	10	2
Lewis & Clark	5	1	Yale	22	20

1998-99 STATISTICAL INFORMATION AND GEOGRAPHICAL DISTRIBUTION

Massachusetts	452	Arizona	8	Saudi Arabia	12		
Rhode Island	10	New Mexico	2	Spain	1		
New Hampshire	39	Nevada	3	Switzerland	2		
Maine	11	California	68	Thailand	2		
Vermont	8	Hawaii	3	Turkey	2		
Connecticut	31	Oregon	4				
New Jersey	28	Washington	8	Total International	88		
New York	139	Alaska	1	Total U.S.	1,022		
Pennsylvania	16	U.S.V.I. & P.R.	4				
Delaware	2			School Total	1,110		
District of Columbia	8	Total U.S.	1,022				
Maryland	7						
Virginia	12						
West Virginia	3	Based on place of current		Girls	Boys	Total	
North Carolina	18	residence, not citizenship.					
South Carolina	2			Seniors	155	189	344
Georgia	8	Australia	1	Uppers	143	157	300
Florida	20	Bermuda	1	Loweres	150	129	279
Alabama	1	Brazil	3	Juniors	101	86	187
Tennessee	9	Canada	6				
Mississippi	1	Chile	1		549	561	1,110
Kentucky	7	People's Rep. of China	5				
Ohio	9	Egypt	1	Total Boarding Students	826		
Indiana	4	England	1	Total Day Students	284		
Michigan	5	France	3				
Iowa	1	Germany	3	Total		1,110	
Wisconsin	6	Hong Kong	17				
Minnesota	3	India	1				
Montana	1	Indonesia	2				
Illinois	28	Italy	1				
Kansas	2	Jamaica	4	1999-2000			
Nebraska	2	Japan	7	Academic year			
Arkansas	1	Kenya	2	Total students		1,080	
Oklahoma	1	Korea	7				
Missouri	2	Malaysia	1				
Texas	17	Mexico	1				
Colorado	7	Papua New Guinea	1				

as of 4/28/9.

as of 4/28/99



This Seal designed by our Reverend
and executed by him in witness
whereunto The Trustees of
John Lenth and Oliver Wind

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Houston, Texas

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Camas, Washington

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New York, New York

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New York, New York

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Houston, Texas

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JOHN U. MONRO '30
Ridgeland, Mississippi

JOHN L. COOPER '31
Dover, Massachusetts

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New York, New York

RICHARD L. GELB '41
New York, New York

ALEXANDER B. TROWBRIDGE '47
Washington, D.C.

R.L. IRELAND III '38
Thomasville, Georgia

Nor think the difference mighty as it seems
Between life's morning and its evening dreams;
Fourscore, like twenty, has its tasks and toys;
In earth's wide schoolhouse all are girls and boys.

From *The School-Boy*
by Oliver Wendell Holmes

SELECTED ADMINISTRATORS

1999-2000 Academic Year

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Head of School
A.B., M.L.A.

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Assistant Head of School
A.B., M.S.W.

Office of the Dean of Faculty

J. PHILIP ZAEDER
Dean of Faculty
B.A., M.Div.

Office of the Dean of Studies

VINCENT B.J. AVERY
Dean of Studies
S.T.L., S.T.D.

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A.B.

CORBIN LANG
*Associate Dean of Studies,
Scheduling Officer*
B.S., M.S.

Office of the Dean of Students and Residential Life

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*Dean of Students and
Residential Life*
Sc.B., M.A.L.S.

PRISCILLA K. BONNEY-SMITH
*Associate Dean of Students and
Residential Life*
B.A., M.A.T., M.A.

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Abbot Cluster Dean
A.B., M.A.T.

PAUL DANIEL MURPHY
Flagstaff Cluster Dean
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LINDA M. CARTER-GRIFFITH
Pine Knoll Cluster Dean
B.A., M.Ed.

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*West Quadrangle North
Cluster Dean*
B.S.

MARLYS A. EDWARDS
*West Quadrangle South
Cluster Dean*
B.A.

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Chief Financial Officer
B.A., M.A., Ph.D.

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JANE FOLEY FRIED
Dean of Admission
A.B.

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*Director of Financial Aid
Senior Associate Dean of
Admission*
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B.A.

DEBORAH B. MURPHY
Associate Dean of Admission
B.A., Ed.M.

ELISA M. PIMENTEL
Associate Dean of Admission
B.A.

CRAIG A. ROBINSON
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Multicultural Recruitment
Admission Counselor*
B.A., M.A.

VIVIEN F. VALENZUELA
Admission Counselor
B.A.

MARTEN J. WENNIK
Associate Dean of Admission
B.A.

GRACE TAYLOR
Officer Manager

Office of Academy Resources

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Secretary of the Academy
B.A.

SHARON BRITTON
Director of Communications
B.A., M.A.

G. RODGER CROWE
Director of Development
B.S., M.B.A.

PATRICIA A. DIODATI
Director of Gift Administration

ANN HARRIS
Campaign Director
B.A., M.B.A.

Office of Community and Multicultural Development

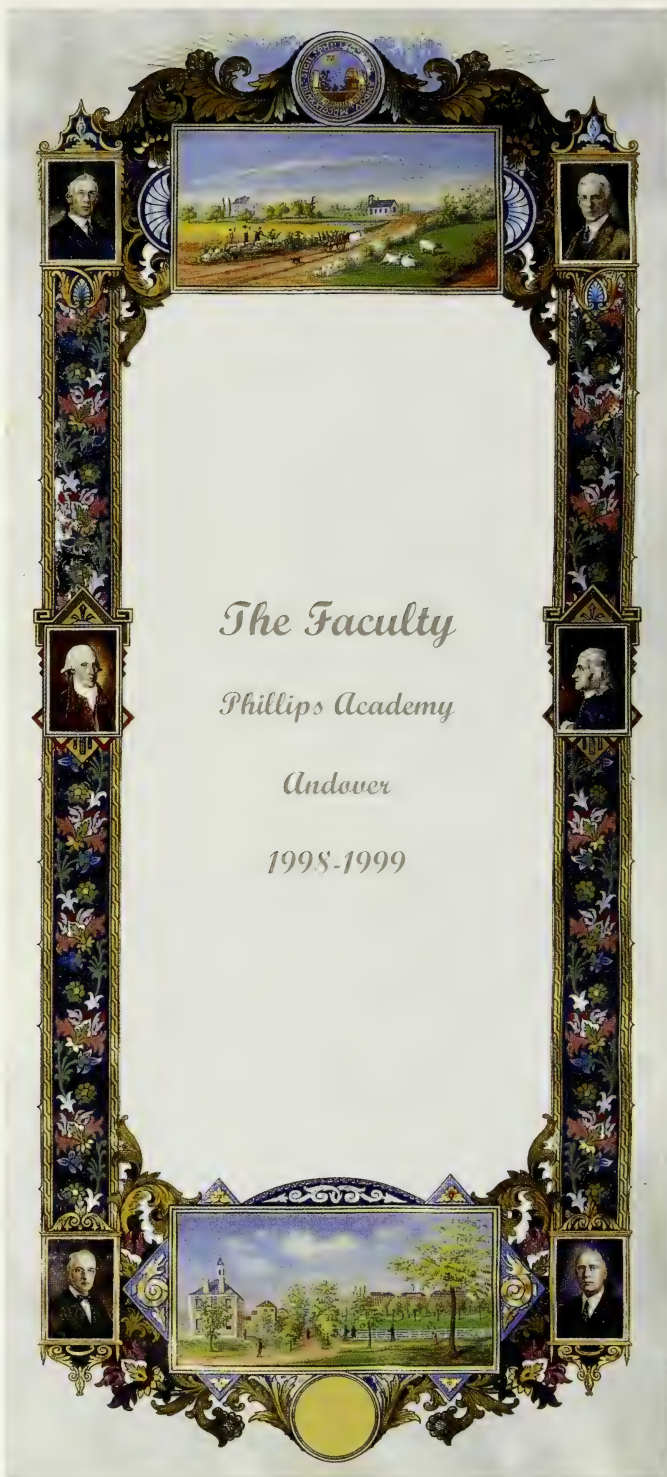
ROBERT A. EDWARDS
*Dean of Community and
Multicultural Development*
B.A.

Athletic Department

LEON A. MODESTE III
Director of Athletics
B.S.

KATHERINE ANNE
HENDERSON (ON LEAVE)
Associate Athletic Director
B.S., M.S.

KAREN A. KENNEDY
*Assistant Athletic
Director/Scheduling Officer*
B.S.



ANDOVER FACULTY

1998-1999 Academic Year

The date following the name indicates the year the person joined the Andover faculty. This reflects faculty for the 1998-99 school year.

DONALD BLANCHARD ABBOTT 1991
Senior Development Officer
B.A. Yale College; B.D. Episcopal Theological School

MAX CHARLES ALOVISETTI 1986
Assistant Director of Psychological Services
Instructor in Psychology
B.A., M.S. City College of NY; Ph.D. University of Rhode Island

ELIZABETH GRACE AUREDEN 1991
Instructor in Music
B.M., M.M. Eastman School of Music

VINCENT BEDE JOHN AVERY 1976
Dean of Studies
Instructor in Philosophy and Religious Studies on the Margaret and Maurice Newton Teaching Foundation
S.T.L. Gregorian University; S.T.D. Academia Alphoniana, Rome

BRUCE WILSON BACON 1994
Instructor in Theatre
Technical Director
B.A. Amherst College; M.F.A. Yale School of Drama

LESLIE VERONICA BALLARD 1973
Instructor in Chemistry
B.A. Sarah Lawrence College; M.A.T. Harvard University

SETH BURTON BARDO 1981
Instructor in English
B.A. Yale; M.A.T. Harvard

DONALD THOMPSON BARRY 1980
Instructor in Mathematics
B.A. Carleton College; M.Div. Yale Divinity School

ROXANNE SCOTT BARRY 1995
Complementary House Counselor; Academic Adviser
B.A. Carleton College; M.El.Ed. Goucher College

CLYDE GORDON BECKWITH 1992
Chair of Physics Department
Instructor in Physics
B.A. Dartmouth College; M.S., Ph.D. Boston College

LOUIS MICHAEL BERNIERI 1977
Instructor in English
Director of Andover Bread Loaf Writing Workshop
A.B. Harvard University; M.A. Middlebury College

CARL WALKER BEWIG 1986
Director of College Counseling
B.A. Oberlin College; M.A.Ed. Washington University (St. Louis)

KATHRYN A. BIRECKI 1984
Athletic Trainer
Dean of West Quad North Cluster
B.S. Central Connecticut State University

PRISCILLA KEENE BONNEY-SMITH 1974
Associate Dean of Students and Residential Life
Psychological Counselor
Instructor in Life Issues
A.B. Bates College; M.A.T. Brown University; M.A. Lesley College

JAMES WESLEY BRADLEY 1990
Director of the Robert S. Peabody Museum of Archaeology
B.A. Allegheny College; M.A., Ph.D. Syracuse University

CAROLE BRAVERMAN 1979
(ON LEAVE WINTER TERM)
Instructor in English
B.A. Brooklyn College; M.A. Purdue University

CAROLYN B. BRECHER 1974
(ON LEAVE FALL TERM)
Instructor in Modern Dance
Assistant Director of Audio-Visual
A.B. Bard College

NANCY BUDIN BROTHER 1981
Director of Academic Counseling
B.S. University of Nebraska; Ed.M. University of Lowell

KELLY STEPHEN BURKE 1997
Instructor in Art
B.F.A. Boston University; M.F.A. Mass. College of Art

CARMA LEE BURNETTE 1996
Associate Director of the Institute for the Recruitment of Teachers
B.A. Brown University; M.A. University of Michigan

KEVIN FRANCIS CARDOZO 1992
Instructor in Chemistry
B.A. Haverford College

DEBORAH LYNN CARLISLE 1992
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STEPHEN DOUGLAS CARTER 1980
Dean of Students and Residential Life
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Sc.B. Brown University; M.A.L.S. Wesleyan University

ALBERT ROMAN CAUZ 1994
Instructor in Spanish
B.A. Boston College; M.A. Middlebury College

BARBARA LANDIS CHASE 1994
Head of School on the Foundation in Honor of John P. Stevens Jr.
A.B. Brown University; M.L.A. Johns Hopkins University

A. JOHN PATTEN CHIVERS 1960
Instructor in German
A.B. Wesleyan University; A.M. Middlebury College

PETER MICHAEL CIRELLI 1994
Instructor in Music
B.M. New England Conservatory of Music

NIKKI ROCHELLE CLEARE 1994
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ANDREW JAMES CLINE 1979
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B.A. College of Wooster; M.A.L.S. Wesleyan University

THOMAS EDWARD CONE III 1966
Instructor in Biology
Director of PALS Program
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Athletic Trainer
Instructor in Physical Education
B.S. Northeastern University

DOUGLAS EVERETT CRABTREE 1971
(ON LEAVE)
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ROBERT LEE CRAWFORD 1971
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B.A. Northwestern University; S.T.B. The General Theological Seminary; M.A. University of Pennsylvania

ELAINE CRIVELLI 1997
Chair of Art Department
Instructor in Art
B.A. West Chester University; M.F.A. University of Delaware

ELIZABETH WEINGART CULLEN 1987
Leadership Gifts Officer
B.A. University of Rochester; M.A. Cornell University

NEIL H. CULLEN 1986
(ON LEAVE JULY-DECEMBER)
Chief Financial Officer
B.A. University of Rochester; M.A. Cornell University; Ph.D. Michigan State University

MARGARITA CURTIS 1986
Head of Division of Modern and Classical Languages
Instructor in Spanish on the Francis C. Robertson Bicentennial Instructorship
B.A. Tulane University; B.S. Mankato State University; M.A., Ph.D. Harvard University

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B.A. University of York, U.K.; Postgraduate Certificate of Education, University of Oxford, U.K.

KATHRYN ANN DOLAN 1990
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 B.S. University of New Hampshire

PETER LAWRENCE DRENCH 1986
Associate Director of College Counseling
Instructor in History and Social Science
 B.A. Cornell University; M.A. Tufts University

KEVIN J. DRISCOLL 1997
Director of Student Activities
 B.A. Saint Michael's College

MICHAEL JOSEPH EBNER 1995
Protestant Chaplain
 B.A. Rollins College

TERRY JOYCE EBNER 1997
Co- House Counselor
 B.A. Rollins College

MARLYS ANN EDWARDS 1990
Dean of West Quad South Cluster
Instructor in English
 B.A. Brooklyn College

ROBERT ANDREW EDWARDS 1986
Dean of Community and Multicultural Development
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Associate Director and Curator of Addison Gallery on the Robert M. Walker Foundation for Curator/Art Historian
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 B.A. Smith College; M.A.L.S.
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Director of the Oliver Wendell Holmes Library on the Abbot Stevens Foundation for Director of Library
B.A. West Virginia University; M.L.S. University of Pittsburgh

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Instructor in English
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Instructor in Mathematics on the Elizabeth Milbank Anderson Foundation
Director of Andover-Dartmouth Math Teachers Institute
B.A. Amherst College; M.A. University of Maryland

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Instructor in Mathematics and in Physics on the Donna Brace Ogilvie Teaching Foundation
No. 1
B.S., Ph.D. Massachusetts Institute of Technology

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Instructor in Biology
Adviser for Gay, Lesbian and Bisexual Issues
B.S. The American University; M.S. Arizona State University; Ph.D. Walden University

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Instructor in Spanish and in History and Social Science
B.A., M.A. University of San Francisco; M.A. Universidad de Salamanca

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 B.A. Amherst College

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Instructor in Classics and in English
 B.A. Northeastern University;
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Director of Washington Intern Program
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Secretary of the Academy
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 B.A. Yale College; M.A. Boston University

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Director of the Work Program
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Director of Diversity and Multicultural Recruitment
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1938-1962

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1942-1956

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1981-1998

TRAVELING TO ANDOVER

If traveling by car from Boston, take Route 93 north for about 19 miles. Take Exit 41, then turn right (east) on Route 125 for two miles. Turn right onto Route 28 and go north about four miles to the Andover campus. Cooley House, temporary headquarters for the Office of Admission, is located on the corner of Route 28 and Dwight Street, one block south of the Memorial Bell Tower and Salem Street. Turn right onto Dwight Street and park in the parking area behind the Memorial Gymnasium.

If driving from Logan Airport, follow the signs to Boston via the Sumner Tunnel and follow Route 93 north signs.

From Route 495 north or south take Exit 41A, marked Andover, and proceed south on Route 28 through the town of Andover. The Phillips Academy campus is approximately one mile south of Andover center. Turn left on Dwight Street about one block south of Salem Street and the Memorial Bell Tower, and park in the parking area behind the Memorial Gymnasium.

Trombly Commuter Line runs buses to Andover from the Transportation Building in Park Square, Boston.

Visitors should call (978) 937-3626 for up-to-date information.

Inns and Motels in the Area

Andover Inn
Chapel Avenue, Andover
(978) 475-5903

The Andover Marriott
123 Old River Road, Andover
(978) 975-3600,
(800) 228-9290 (at Route 93)

Comfort Suites
106 Bank Road, Haverhill
(978) 374-7755
(Exit 49 off Route 495)
(800) 521-7760

Courtyard by Marriott
10 Campanelli Drive,
Andover
(978) 794-0700,
(800) 321-2211
(next to Marriott Hotel)

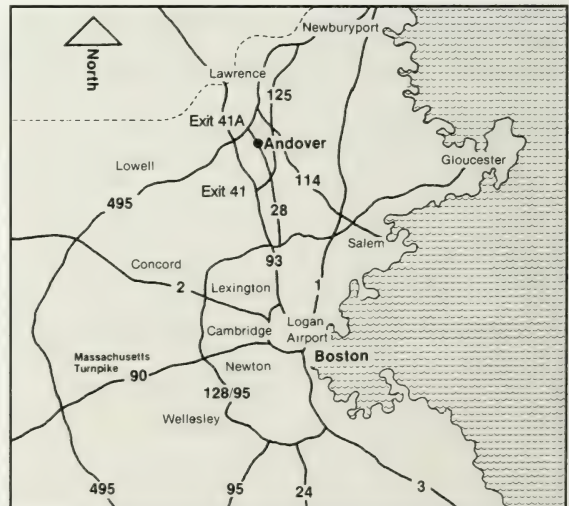
Holiday Inn-
Tewksbury/Andover
(978) 640-9000 (Route 495
and Route 133)

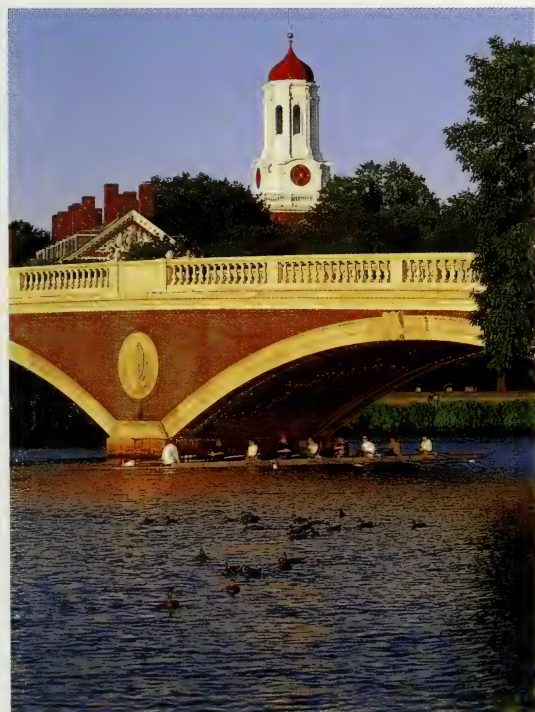
Ramada Rolling Green Hotel
311 Lowell Street, Andover
(978) 475-5400 (junction
Routes 93 and 133)

Residence Inn by Marriott
Andover Street, Tewksbury
(978) 640-1003
(off Route 495)

The Sheraton Inn
50 Warren Street, Lowell
(978) 452-1200

Susse Chalet
1695 Andover Street,
Tewksbury
(978) 640-0700
(Route 133 and 495)





*Andover is a
30-minute drive
from downtown
Boston and
Cambridge.*













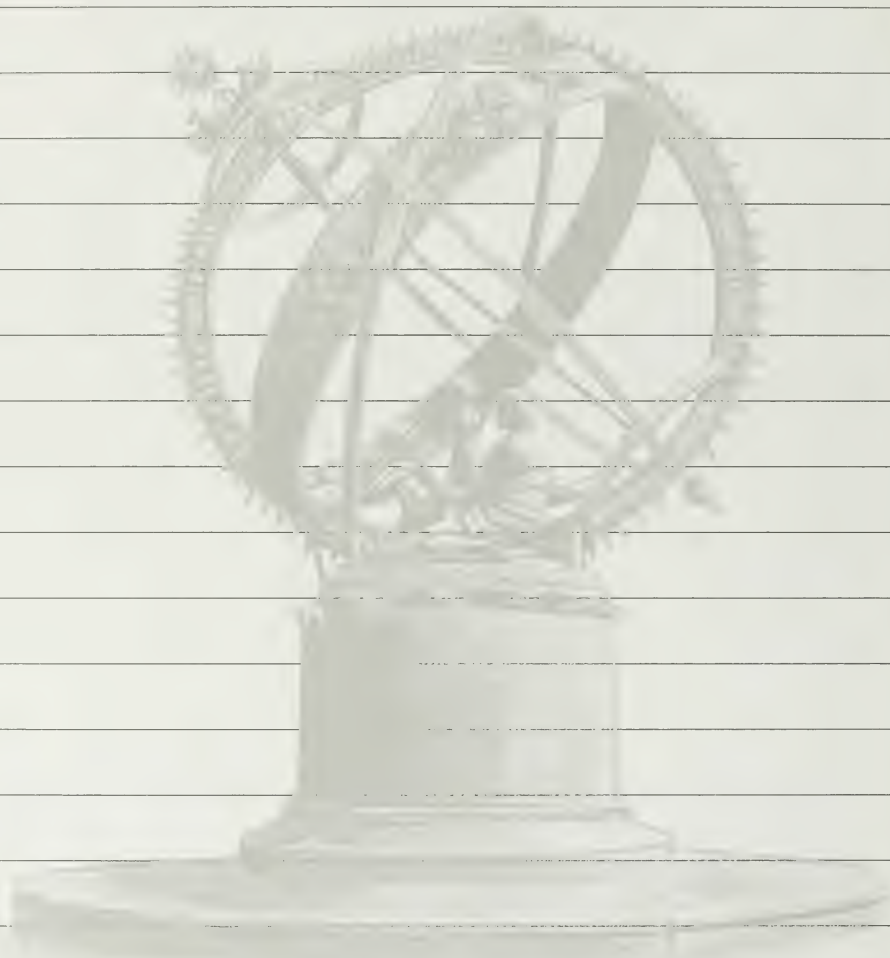
Notes on Andover:



Notes on Andover:



Notes on Andover:



Notes on Andover:



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Academy, Andover, 1979.

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CALENDAR 1999-2000

FALL TERM

Sept. 7, Tues.	Faculty return
Sept. 12, Sun.	New students arrive and register
Sept. 14, Tues.	Returning students arrive and register
Sept. 16, Thurs.	Classes begin
Sept. 20, Mon.	Yom Kippur (no classes)
Oct. 15, Fri.	Mid-term academic review
Oct. 22-24, Fri.-Sun.	Parents' Weekend (all parents)
Oct. 25, Mon.	College Visiting Day (no classes)
Nov. 13, Sat.	Andover-Exeter Athletic Contests
Nov. 23, Tues.	Thanksgiving vacation begins, 1 p.m.
Nov. 29, Mon.	Thanksgiving vacation ends, 8 p.m.
Dec. 6, Mon.	Classes end, 1 p.m.
Dec. 11, Sat.	Winter vacation begins, 12 noon

WINTER TERM

Jan. 6, Thurs.	Winter vacation ends, 8 p.m.
Jan. 17, Mon.	Martin Luther King Jr. Day (special schedule)
Feb. 4, Fri.	Mid-term academic review
Feb. 21, Mon.	Mid-winter holiday (no classes)
Feb. 26, Sat.	Andover-Exeter Athletic Contests
Mar. 7, Tues.	Classes end, 1 p.m.
Mar. 11, Sat.	Spring vacation begins, 12 noon

SPRING TERM

Mar. 28, Tues.	Spring vacation ends, 8 p.m.
Apr. 17, Mon.	College Visiting Day (no classes)
April 28, Fri.	Mid-term academic review
May 13, Sat.	Grandparents' Day
May 21, Sun.	Senior Prom
May 22, Mon.	No classes
May 26, Fri.	Classes end, 3 p.m.
May 27, Sat.	Andover-Exeter Athletic Contests
June 1, Thurs.	Summer Vacation begins, 6 p.m.
June 4, Sun.	Commencement
	3366 002
June 9-11, Fri.-Sun.	Alumni Reunions
June 27, Tues.	Summer Session begins
Aug. 2, Wed.	Summer Session ends





Place
Stamp
Here

Admission Office
Phillips Academy
180 Main Street
Andover MA 01810-4161

Remember to:

- *Enclose registration fee*
- *Answer all questions*
- *Obtain parent/guardian signature*

1 PRELIMINARY APPLICATION



This card must be returned with the \$35 fee
in order to initiate the application process.

Name of Applicant _____
first middle last

Home Address _____
street address

city state zip code country

Birthdate _____ ☐ male ☐ female Usually called _____
month/day/year

Telephone: Home () _____ Parent's Business () _____

Applying for entrance in September _____ ☐ Boarding ☐ Day
year

Applying for:

☐ 9th grade ☐ 10th grade ☐ 11th grade ☐ 12th grade ☐ Postgraduate

Has the applicant previously applied for admission to Andover? ☐ Yes ☐ No

What year? _____

Does the applicant have a sibling applying for admission to Andover this year?

☐ Yes ☐ No Name _____

Parents' Full Names

Father _____
first middle last

Mother _____
first middle last

For mailing purposes, please indicate with whom the applicant resides:

☐ Father ☐ Mother ☐ Both ☐ Other _____

Father's occupation _____

Mother's occupation _____

see other side

Relatives now or previously at Andover or Abbot (first, middle and last name, class and relationship).

<i>first</i>	<i>middle</i>	<i>last</i>	<i>class</i>	<i>relationship</i>
--------------	---------------	-------------	--------------	---------------------

<i>first</i>	<i>middle</i>	<i>last</i>	<i>class</i>	<i>relationship</i>
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<i>first</i>	<i>middle</i>	<i>last</i>	<i>class</i>	<i>relationship</i>
--------------	---------------	-------------	--------------	---------------------

Name of present school _____
☐ Public ☐ Private ☐ Parochial

Address of present school _____
street address

<i>city</i>	<i>state</i>	<i>zip code</i>	<i>country</i>
-------------	--------------	-----------------	----------------

SHADED SECTION TO BE COMPLETED BY PARENT/GUARDIAN ONLY

Priority will be given to day student candidates who apply and interview by January 15 and to boarding candidates who apply and interview by February 1. A decision from the admission committee will be mailed on March 10. The possibility of admission is considerably lessened for all applicants who complete the process after the stated deadline, and decisions for this group will not be rendered before May 1.

Will the applicant be a candidate for financial aid? ☐ Yes ☐ No

The required non-refundable \$35 application fee should accompany this form. Checks may be made payable to the Trustees of Phillips Academy.

Signature of parent /guardian

Optional Special Interest Form



Phillips Academy
ANDOVER

Candidate's Name: _____ Gender: _____

Street Address: _____

City: _____ State: _____

Country, Zip: _____ Name of School: _____

Phone Number: _____ Current Grade in School: _____

(Optional): Height: _____ ft. _____ in. Weight: _____ lbs.

E-mail: _____ Have you scheduled an interview? ☐ Yes ☐ No

Date of scheduled interview: _____ ☐ On campus? ☐ With an alumni interviewer?

Please list your top three interests (e.g. 1st: trumpet; 2nd: soccer; 3rd: community service)

1st: _____ 2nd: _____ 3rd: _____

Academics

Discipline(s) of interest: _____

Have you pursued this interest by attending any special academic programs or camps (e.g. CTY, TIP, etc.)?

Please list: _____

List any special academic achievements: _____

Foreign Languages

Which foreign language(s) are you currently studying? (Please list)

Are you fluent in languages other than your native language? (Please list)

What language(s) would you *most like* to take? (Please list) _____

What language(s) would you *consider* taking? (Please list) _____

Athletics

Sport	Position	Years of competitive involvement
-------	----------	----------------------------------

Current coach's name and phone number: _____

List the teams with which you play: (e.g. school, town, select teams, etc.)

List athletic camps attended:

List any special athletic achievements:

For swimmers, throwers and runners,
list personal bests:

Event Time/Distance

Performing Arts

Describe type of involvement and years
of instruction:

Dance _____

Years _____

Music _____

Years _____

Theatre _____

Years _____

List performing arts organizations,
groups, companies with which you
are involved: _____

If music is an interest, please list
instrument(s) and current musical
pieces you are working on:

List any special achievements in
performing arts: _____

Community Service

List service organizations and years
of involvement:

Years _____

Years _____

Years _____

Are there any new areas of service
learning which you are particularly
interested in pursuing at Andover?

Visual Arts

List current or past art courses taken
(include a description of content if
necessary): _____

Have you completed any special art
projects? Describe: _____

If you have a portfolio, what types of
pieces are included? _____

List any special achievements in art:

1
2
3
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A B C D E F G H I

- | | |
|---------------------------------------|--|
| 1 Abbot Hall, A2 | 59 Newman House* [FLG], F6 |
| 2 Adams Hall* [WQS], F7 | 60 Newton-Hinman House, G4 |
| 3 Addison Gallery of American Art, E4 | 61 1924 House, H3 |
| 4 Admission Office [Hardy House], F5 | 63 Oliver Wendell Holmes Library, F4 |
| 5 Alumni House* [ABB], B3 | 64 Park House, C4 |
| 6 America House* [ABB], B2 | 65 Paul Revere Hall* [FLG], G4 |
| 7 Andover Cottage* [WQN], C5 | 66 Pearson Tennis Courts, I8 |
| 8 Andover Inn, D3 | 67 Pearson Hall [Classics], F4 |
| 9 Bancroft Hall* [WQN], D6 | 68 Pease House* [WQN], E5 |
| 10 Bartlet Hall* [FLG], F4 | 69 Pemberton Cottage* [WQN], C6 |
| 11 Benner House [Art], G4 | 70 Phelps House, D5 |
| 12 Bertha Bailey House* [ABB], B3 | 71 Phelps Park, H5 |
| 13 Bishop Hall* [WQN], E6 | 72 Phillips Hall, C3 |
| 14 Blanchard House* [WQS], F8 | 73 Power Plant, B3 |
| 15 Memorial Gymnasium, G6 | 74 Rafferty Field, H2 |
| 16 Brothers Field, I7 | 75 R.S. Peabody Museum of Archaeology, D4 |
| 17 Bulfinch Hall [English], G4 | 76 Rockwell House North* [WQN], F |
| 18 Burr House* [FLG], H3 | 77 Rockwell House South* [WQS], E7 |
| 19 Carriage House* [ABB], B3 | 78 Rockwell Tennis Courts, D6 |
| 20 Carter House* [ABB], B3 | 79 Samaritan House* [ABB], C3 |
| 21 Case Memorial Cage, H7 | 80 Samuel Phillips Hall [History and Modern Foreign Languages], F3 |
| 22 Churchill House, E6 | 81 Smith House* [FLG], H3 |
| 23 Clement House* [ABB], B3 | 82 Stearns House* [ABB], E3 |
| 24 Cochran Chapel, C3 | 83 Stevens House* [PKN], E3 |
| 25 Commons [Dining Hall], G4 | 84 Stinson House* [PKN], F2 |
| 26 Cooley House, G6 | 85 Storr Cottage, B4 |
| 27 Day Hall* [FLG], F4 | 86 Stone House* [ABB], D2 |
| 28 Double Brick House* [ABB], C3 | 87 Sumner Smith Hockey Rink, H6 |
| 29 Draper Cottage [ABB], B3 | 88 Taylor Hall* [WQS], F8 |
| 30 Draper Hall, A2 | 89 Thompson House* [WQS], F9 |
| 31 Eaton Cottage* [WQN], C6 | 90 Tucker House* [WQS], F8 |
| 32 Elbridge Stuart House* [PKN], G2 | 91 Whitney House* [ABB], C2 |
| 33 Elson Art Center, E3 | |
| 34 Evans Hall [Science], G3 | |
| 35 Flagg House* [ABB], B2 | |
| 36 Foxcroft Hall* [FLG], E3 | |
| 37 French House* [ABB], C3 | |
| 39 Fuess House* [PKN], G2 | |
| 40 George Washington Hall, E3 | |
| 41 Graham House [Psychology], C3 | |
| 43 Graves Hall [Music], C3 | |
| 45 Hearsey House* [FLG], I3 | |
| 47 Isham Field, D8 | |
| 48 Isham Health Center, D7 | |
| 49 Isham North* [WQN], D7 | |
| 50 Johnson Hall* [WQS], E8 | |
| 51 Junior House* [ABB], B4 | |
| 52 Log Cabin, G2 | |
| 53 McKeen Hall, A2 | |
| 54 Memorial Bell Tower, F6 | |
| 55 Morse Hall [Mathematics], G3 | |
| 56 Morron House* [ABB], B2 | |
| 57 Moses Stuart House, F7 | |
| 58 Nathan Hale House* [PKN], F2 | |

- * Dormitory
ABB - Abbot Cluster
FLG - Flagg Cluster
PKN - Pine Knoll Cluster
WQN - West Quad North Cluster
WQS - West Quad South Cluster

- Areas of Interest
A. Abbot Circle, A2
B. Armillary Sphere, E5
C. Chapel Center, G4
D. Dormitories group
E. Rabbit Pond, I2
F. The Grove, A3
G. Memorial Place, G5
H. Merrill Memorial Gateway, A2
I. Moncrieff Cochran Library, E2, G2
J. Old Main Campus, C4
K. West Quadrangle dormitories, E7

Place
Stamp
Here

Admission Office
Phillips Academy
Andover, MA 01810-4161

Remember to:

- *Enclose registration fee*
- *Answer all questions*
- *Obtain parent/guardian signature*

1 PRELIMINARY APPLICATION



Phillips Academy
ANDOVER

This card must be returned with the \$35 fee in order to initiate the application process.

Name of Applicant _____
first middle last

Address _____

street address

city state zip code country

Birth date _____ ☐ male ☐ female Usually called _____
month/day/year

Telephone: Home () _____ Parent's Business () _____

Applying for entrance in September _____ ☐ Boarding or ☐ Day
year

Applying for ☐ 9th grade ☐ 10th grade ☐ 11th grade ☐ 12th grade
☐ Postgraduate

Has the applicant previously applied for admission to Andover? ☐ Yes ☐ No
What year? _____

Does the applicant have a sibling applying for admission to Andover this year?
☐ Yes ☐ No Name _____

Parents' Full Names

Mother _____
first middle last

Father _____
first middle last

PLEASE PROVIDE THE NAME OF PARENT(S)/GUARDIAN(S)
WITH WHOM THE APPLICANT RESIDES.

Title (such as Mr. and Mrs.) _____

Name(s) _____

Father's occupation _____

Mother's occupation _____

see other side

Relatives now or previously at Andover or Abbot (first, middle and last name, class and relationship).

<i>first</i>	<i>middle</i>	<i>last</i>	<i>class</i>	<i>relationship</i>
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<i>first</i>	<i>middle</i>	<i>last</i>	<i>class</i>	<i>relationship</i>
--------------	---------------	-------------	--------------	---------------------

<i>first</i>	<i>middle</i>	<i>last</i>	<i>class</i>	<i>relationship</i>
--------------	---------------	-------------	--------------	---------------------

Name of present school _____

☐ Public

☐ Private

☐ Parochial

Address of present school _____

street address

<i>city</i>	<i>state</i>	<i>zip code</i>	<i>country</i>
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SHADED SECTION TO BE COMPLETED BY PARENT/GUARDIAN ONLY

Priority will be given to day student candidates who apply and interview by January 15 and to boarding candidates who apply and interview by February 1. A decision from the admission committee will be mailed on March 10. The possibility of admission is considerably lessened for all applicants who complete the process after the stated deadline, and decisions for this group will not be rendered before May 1.

Will the applicant be a candidate for financial aid? ☐ Yes ☐ No

The required non-refundable \$35 application fee should accompany this form. Checks may be made payable to the Trustees of Phillips Academy.

Signature of parent /guardian

Optional Special Interest Form



Phillips Academy
ANDOVER

Candidate's Name: _____ Gender: _____

Street Address: _____

City: _____ State: _____

Country, Zip: _____ Name of School: _____

Phone Number: _____ Current Grade in School: _____

E-mail: _____ Have you scheduled an interview? ☐ Yes ☐ No

Date of scheduled interview: _____ On campus? With an alumni interviewer?
(circle one)

Please list your top three interests (e.g. 1st: trumpet; 2nd: soccer; 3rd: community service)

1st: _____ 2nd: _____ 3rd: _____

Academics

Discipline(s) of interest: _____

Have you pursued this interest by attending any special academic programs or camps (e.g. CTY, TIP, etc.)?

Please list: _____

List any special academic achievements: _____

Foreign Languages

Which foreign language(s) are you currently studying? (Please list)

Are you fluent in languages other than your native language? (Please list)

What language(s) would you *most like* to take? (Please list) _____

What language(s) would you *consider* taking? (Please list) _____

Athletics

Sport	Position	Years of competitive involvement
_____	_____	_____
_____	_____	_____
_____	_____	_____

Current coach's name and phone number: _____

List the teams with which you play: (e.g. school, town, select teams, etc.) _____

List athletic camps attended:

List any special athletic achievements:

For swimmers, throwers and runners,
list personal bests:

Event	Time/Distance
<hr/>	<hr/>
<hr/>	<hr/>

Performing Arts

Describe type of involvement and years
of instruction:

Dance

Years

Music

Years

Theatre

Years

List performing arts organizations,
groups, companies with which you
are involved.

If music is an interest, please list
instrument(s) and current musical
pieces you are working on:

List any special achievements in
performing arts:

Community Service

List service organizations and years
of involvement:

Years

Years

Years

Are there any new areas of service
learning which you are particularly
interested in pursuing at Andover:

Visual Arts

List current or past art courses taken
(include a description of content if
necessary):

Have you completed any special art
projects? Describe:

If you have a portfolio, what types of
pieces are included?

List any special achievements in art:

1
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A B C D E F G H I



- | | |
|---------------------------------------|--|
| 1 Abbot Hall, A2 | 58 Nathan Hale House* [PKN], F2 |
| 2 Adams Hall* [WQS], F7 | 59 Newman House* [FLG], F6 |
| 3 Addison Gallery of American Art, E4 | 60 Newton-Hinman House, G4 |
| 4 Admission Office
Hardy House, F5 | 61 1924 House, H3 |
| 5 Alumni House* [ABB], B3 | 62 Office of Physical Plant, A3 |
| 6 America House* [RPD], B2 | 63 Oliver Wendell Holmes Library, F4 |
| 7 Andover Cottage* [WQN], C5 | 64 Park House, C4 |
| 8 Andover Inn, D3 | 65 Paul Revere Hall* [FLG], G4 |
| 9 Bancroft Hall* [WQN], D6 | 66 Pearson Tennis Courts, I8 |
| 10 Bartler Hall* [FLG], F4 | 67 Pearson Hall [Classics], F4 |
| 11 Benner House [Ari], G4 | 68 Pease House* [WQN], E5 |
| 12 Bertha Bailey House* [ABB], B3 | 69 Pemberton Cottage* [WQN], C6 |
| 13 Bishop Hall* [WQN], E6 | 70 Phelps House, D5 |
| 14 Blanchard House* [WQS], F8 | 71 Phelps Park, H5 |
| 15 Memorial Gymnasium, G6 | 72 Phillips Hall, C3 |
| 16 Brothers Field, I7 | 73 Power Plant, B3 |
| 17 Bulfinch Hall [English], G4 | 74 Rafferty Field, H2 |
| 18 Burr House* [FLG], H3 | 75 R.S. Peabody Museum of Archaeology, D4 |
| 19 Carriage House* [ABB], B3 | 76 Rockwell House North* [WQN], E7 |
| 20 Carter House* [RPD], B3 | 77 Rockwell House South* [WQS], E7 |
| 21 Case Memorial Cage, H7 | 78 Rockwell Tennis Courts, D6 |
| 22 Churchill House, E6 | 79 Samaritan House* [ABB], C3 |
| 23 Clement House* [ABB], B3 | 80 Samuel Phillips Hall [History and Modern Foreign Languages], F1 |
| 24 Cochran Chapel, C3 | 81 Smith House* [FLG], H3 |
| 25 Commons [Dining Hall], G4 | 82 Stearns House* [RPD], E3 |
| 26 Cooley House, G6 | 83 Stevens House* [RPD], E3 |
| 27 Day Hall* [FLG], F4 | 84 Stimson House* [PKN], F2 |
| 28 Double Brick House* [RPD], C3 | 85 Stott Cottage, B4 |
| 29 Draper Cottage [ABB], B3 | 86 Stowe House* [RPD], D2 |
| 30 Draper Hall, A2 | 87 Sumner South Hockey Rink, H6 |
| 31 Eaton Cottage* [WQN], C6 | 88 Taylor Hall* [WQS], F8 |
| 32 Elbridge Stuart House* [PKN], G2 | 89 Thompson House* [WQS], G9 |
| 33 Elson Art Center, E3 | 90 Tucker House* [WQS], G9 |
| 34 Evans Hall [Science], G3 | 91 Whitcomb House* [RPD], G2 |
| 35 Flagg House* [ABB], B2 | 92 William Hall* [ABB], I1 |
| 36 Foxcroft Hall* [FLG], E3 | |
| 37 French House* [RPD], C3 | |
| 38 Demolished | |
| 39 Fuess House* [PKN], G2 | |
| 40 George Washington Hall, E3 | |
| 41 Graham House [Psychology], C3 | |
| 42 Graves Field, B4 | |
| 43 Graves Hall [Music], C3 | |
| 44 Demolished | |
| 45 Hearsey House* [FLG], I3 | |
| 46 Hidden Field, A4 | |
| 47 Isham Field, D8 | |
| 48 Isham Health Center, D7 | |
| 49 Isham North* [WQN], D7 | |
| 50 Johnson Hall* [WQS], E8 | |
| 51 Junior House* [ABB], B4 | |
| 52 Log Cabin, G2 | |
| 53 McKen Hall, A2 | |
| 54 Memorial Bell Tower, F6 | |
| 55 Morse Hall [Mathematics], G3 | |
| 56 Morton House* [ABB], B2 | |
| 57 Moses Stuart House, F7 | |
- * Dormitories
ABB — Abbot Cluster
FLG — Flagstone Cluster
PKN — Pine Knoll Cluster
RPD — Rabbit Pond Cluster
WQN — West Quad North Cluster
WQS — West Quad South Cluster
- Areas of Interest
A. Abbot Circle, A2
B. Annular Sphire, E5
C. Chapel Cemetery, G3
D. Dormitories around Rabbit Pond, F2, G2-3
E. The Grove, A3
F. Memorial Place, G5
G. Merrill Memorial Gateway, H6
H. Moncrieff Cochran Sanctuary, E2, G2
I. Old Main Campus, C4
J. West Quadrangle's dormitories, E7

Admission Office
Phillips Academy
Andover, MA 01810-4161

APPLICATION PART ONE



This card must be received with the \$35 fee in order to initiate application.

Name _____
first middle last

Birthdate _____ ☐ male ☐ female usually called _____
month/day/year

For entrance in September 19____ ☐ Boarding or ☐ Day

Applying for ☐ 9th grade ☐ 10th grade ☐ 11th grade ☐ 12th grade
☐ Postgraduate

Parents' Full Names

Mother _____
first middle last

Father _____
first middle last

PLEASE PROVIDE THE NAME AND ADDRESS OF PARENT(S) OR GUARDIAN(S)
WITH WHOM THE APPLICANT RESIDES.

Title (such as Mr. and Mrs.) _____

Name(s) _____

street

city state 9-digit zip code country

Telephone: Home () Business ()

Father's occupation _____

Mother's occupation _____

see other side

Relatives now or previously at Andover or Abbot (first, middle and last name, class and relationship).

<i>first</i>	<i>middle</i>	<i>last</i>	<i>class</i>	<i>relationship</i>
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<i>first</i>	<i>middle</i>	<i>last</i>	<i>class</i>	<i>relationship</i>
--------------	---------------	-------------	--------------	---------------------

<i>first</i>	<i>middle</i>	<i>last</i>	<i>class</i>	<i>relationship</i>
--------------	---------------	-------------	--------------	---------------------

Name of present school _____
Public ☐ Private ☐ Parochial ☐

Address of present school _____
street

<i>city</i>	<i>state</i>	<i>9-digit zip code</i>	<i>country</i>
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Have you previously applied for admission to Andover? Yes ☐ No ☐ What year? _____

Does the applicant have a brother or sister applying for admission to Andover this year?
Yes ☐ No ☐ Name _____

SHADED SECTION TO BE COMPLETED BY PARENT/GUARDIAN ONLY.

Priority will be given to day student candidates who apply and interview by January 15 and to boarding candidates who apply and interview by February 1. A decision from the admission committee will be mailed on March 10. The possibility of admission is considerably lessened for all applicants who complete the process after the stated deadline and decisions for this group will not be rendered before May 1.

- Will the applicant be a candidate for financial aid? Yes ☐ No ☐

The required non-refundable \$35 application fee should accompany this form. Checks may be made payable to the Trustees of Phillips Academy.

Signature of parent or guardian

Optional Special Interest Form



Phillips Academy
ANDOVER

Candidate's Name: _____

Street Address: _____ City: _____

State, Zip: _____ Name of School: _____

Phone Number: _____ Current Grade in School: _____

Have you scheduled an interview? Yes ___ No ___ Date of scheduled interview: _____

On campus? With an alumni interviewer? (circle one)

Academics

Discipline(s) of interest: _____

Have you pursued this interest by attending any special programs or camps (i.e. CTY, TIP, etc.)?

Please list: _____

List any special achievements: _____

Foreign Languages

Which foreign language(s) are you currently studying?

Are you fluent in languages other than your native tongue? (Please list)

Are you interested in studying any new languages? (Please list)

Athletics

Sport	Position	Years of competitive involvement
-------	----------	----------------------------------

Current coach's name and phone number: _____

List the teams with which you play: (i.e. school, town, select teams, etc.)

List camps attended: _____

List any special achievements: _____

For swimmers, throwers and runners, list personal bests:

Event	Time/Distance
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Performing Arts

Describe type of involvement and years of instruction:

Dance _____

Years _____

Music _____

Years _____

Theatre _____

Years _____

List organizations, groups, companies with which you are involved:

If music is an interest, please list instrument(s) and current musical pieces you are working on:

List any special achievements:

Community Service

List service organizations and years of involvement:

Years _____

Years _____

Years _____

Are there any new areas of service learning which you are particularly interested in pursuing at Andover?

Visual Art

List current or past courses taken (include a description of content if necessary):

Have you completed any special art projects? Describe:

If you have a portfolio, what types of pieces are included?

List any special achievements:

A Walking Tour of Phillips Academy

The Phillips Academy Campus

Phillips Academy is an independent, coeducational residential secondary school. Founded in 1778, during the Revolutionary War, it was the first boarding school in the nation to be incorporated (1780). It has been coeducational since 1973, when it merged with adjacent Abbot Academy, at that time the oldest chartered girls' boarding school in New England (1829).

The original academy was housed in an old carpenter's shop "fitted up temporarily for school purposes." Today the Andover campus encompasses 450 acres and 160 buildings, including faculty homes. It represents a blend of architectural styles—colonial, Federal, neo-Georgian and modern—spanning the 200 years of the school's existence.

The acquisition of extensive property in the early 20th century and the generosity and vision of an alumnus several decades later gave shape to the modern campus. In 1907, the Andover Theological Seminary, established in 1808, moved to Cambridge, Mass. Phillips Academy, whose campus lay almost directly across Main Street, bought the seminary buildings, situated on Andover Hill. They included the present Foxcroft, Pearson and Bartlet halls. Today Andover Hill remains the focal point of the campus.

In the late 20s and early 30s, Andover trustee Thomas Cochran, a member of the Class of 1890, embarked on a major building and reshuffling program. For several years it was not unusual to see entire buildings rolling by on their way to new locations. His ideal was to create a harmonious and ordered design for the central campus, with its Great Quadrangle anchored by Samuel Phillips Hall, the lawn in front of the quadrangle bounded on the south by the Memorial Bell Tower and on the north by the Cochran Chapel, and the vista aligned with Samuel Phillips Hall to create a central axis.

Follow the numbers on the map, which correspond with the legends below, for a self-guided walking tour of Phillips Academy campus.

8. **The Andover Inn** (built 1890, architect Charles A. Platt, gift of Thomas Cochran, Class of 1890, and two of his friends). Begin your tour here.

D. Dormitories around Rabbit Pond. These dormitories, Stimson House, Elbridge Stuart House, Fuess House and Nathan Hale House, were built between 1958-1966 (Benjamin Thompson, architect, the Architects Collaborative).

H. The Moncrieff Cochran Sanctuary. Thomas Cochran purchased and gave this tract of land to the school in 1929, stating his intentions in a letter: "It would be my ideal to make this whole 125 acres a natural piece of ground intersected by paths and adorned by ponds and trees, etc. It would chiefly be a place for the boys to roam through and be inhabited by birds and trees and wild flowers." The sanctuary is named for Cochran's brother, Moncrieff, Class of 1900. A leisurely walk in this area is well worthwhile.

C. Chapel Cemetery. This land was deeded to the trustees of the Andover Theological Seminary in 1820 and was conveyed in 1908 to the trustees of Phillips Academy. Harriet Beecher Stowe, author of Uncle Tom's Cabin, who was married to a seminary professor, is buried here.

34. **Thomas M. Evans Hall** (built 1963, architect Benjamin Thompson of the Architects Collaborative, gift of Thomas M. Evans, parent of Edward P. Evans '60). Evans Hall replaced Morse Hall (no. 5) as the science building. It contains classrooms and laboratories for biology, physics and chemistry as well as an observatory, a greenhouse, White Auditorium, the school radio station, WPAA, and newspaper, *The Phillipsian*.

55. **Samuel F.B. Morse Hall** (built 1928, architect Guy Lowell, the gift of Alfred I. duPont, Class of 1882, and others). The hall was named for the inventor of the telegraph and the Morse Code, who was an 1806 graduate of the school. Formerly the science building, it is today the math building.

67. **Pearson Hall** (built 1817), named for Eliphalet Pearson, the academy's first principal (1778-1786), was originally part of the Andover Theological Seminary. From 1819 until it was acquired by Phillips Academy in 1908, the building was the center of seminary life, containing Bartlet Chapel, the library and classrooms. In 1922 it was moved to its present site, and a Victorian tower added in 1875 was removed to restore its authentic Bullfinch exterior. It now houses the classics department.

80. **Samuel Phillips Hall** (built 1924, architect Guy Lowell, academy architect, 1903-1927). Named for the school's founder, this central classroom building was given by over 2,500 alumni to replace the deteriorating Academy Building that had been in use since 1866. It houses the modern language and history departments. To create the vista that extends to the southwestern end of the school grounds, Cochran in 1928 moved two brick dormitories and a faculty residence that obstructed the view.

10. **Bartlet Hall** (built 1820, a gift to the seminary from William Bartlet) was gutted by fire in 1914, then restored. Its fourth story, along with that of neighboring Foxcroft Hall, was removed in 1929 to make the two harmonious with surrounding buildings in the Great Quadrangle.

63. **Oliver Wendell Holmes Library** (built 1929, architect Charles A. Platt, gift of Thomas Cochran). The library is named for an 1825 graduate, doctor, poet and father of Supreme Court Justice Oliver Wendell Holmes Jr. With over 102,000 volumes, it is the largest secondary school library in the country. Renovated and expanded in 1987, it also houses a computer center. In front of the library is the Elm Arch, whose first trees were planted by Squire Samuel Farrar, Phillips Academy treasurer and a founding trustee of Abbot Academy.

B. The Armillary Sphere, designed and cast in 1928 by Paul Manship, is a sundial fabricated in the form of a skeletal celestial dome, with metal hoops representing the equator, ecliptic tropics and Arctic and Antarctic circles. Originally placed in front of Samuel Phillips Hall, it was moved in 1931 by Thomas Cochran, its donor.

27. **Day Hall** (built 1911, designed by Guy Lowell, and named for its donor, Melville C. Day) is a dormitory. See J. West Quadrangle, for further information.

25. **Commons** (built 1930, architect Charles A. Platt, gift of Nathaniel Stevens, Class of 1876; Alfred Ripley, Class of 1873; and Thomas Cochran, Class of 1890) contains one small and four large dining halls, all named for men important in the annals of the academy.

17. **Bullfinch Hall** (built 1819) was the third academy building, the second having burned to the ground in 1818. Charles Bullfinch, though not the architect, was certainly the influence behind the design. The building was gutted by fire in 1896 while being used as a gymnasium. In 1901, with the construction of the Borden Gym, it was transformed into a dining hall. In 1937 the structure was again renovated to become the headquarters of the English department.

4. **Hardy House** (acquired in 1805) was the home (1806-10) of Dr. Eliphalet Pearson, Phillips Academy's first principal. After extensive renovations it was used by John Adams along with his wife and 10 children for his entire tenure as principal (1810-1833). Named for Alpheus Hardy, president of the board of trustees, 1879-84, it now houses the Admission Office.

F. Memorial Place, built and dedicated in 1995, honors alumn-

ni who died in the Korean and Vietnam wars. The monument, proposed by former trustee Richard Phelps '46, was funded by his gift and that of alumni contributors and the Class of 1993.

15. **The Memorial Gymnasium** (built 1952) was constructed in memory of alumni who had been killed in World War II. Attached to it on the east is the earlier Borden Gym (built 1901, gift of Matthew Borden, Class of 1860, and others), and the Abbot Wing, built in 1979.

54. **The Memorial Bell Tower** (built 1923, gift of Samuel Fuller of the Class of 1891) was constructed in memory of Phillips Academy graduates who lost their lives in World War I and of those descendants of the Rev. Samuel Fuller, D.D., first rector of Christ Church, Andover, who had been members of the academy.

59. **Newman House** (built 1811 by Deacon Mark Newman). Newman was principal from 1795-1810, later clerk of the PA trustees and president of the trustees of Abbot Academy from its founding in 1829 until 1843. The next occupant, Professor James Murdock, had young Oliver Wendell Holmes as a boarder in 1824. During the Civil War, Professor Emerson of the seminary harbored here fugitive slaves escaping by the "underground railroad" to Canada.

57. **Moses Stuart House** (built 1812) was given to the seminary by William Bartlet. A faculty home, it is named for its first resident, a noted Hebrew scholar and a prominent figure at the seminary.

J. West Quadrangle's dormitories (built 1911-1913), designed by Guy Lowell and given by Melville C. Day, Class of 1858, housed over 170 students, or one-quarter of the student body. They represented a significant step forward in the academy's commitment, begun with the construction of the English and Latin Commons (no. 16), to provide housing for all its students. East of the quadrangle is Phillips Gateway, also designed by Guy Lowell in 1913, a gift of the children of John C. Phillips, Class of 1854, a descendant of school founder Samuel Phillips. Originally situated opposite Samuel Phillips Hall, the gateway was moved to this location in 1929 by Thomas Cochran in the creation of the vista.

22. **Churchill House** (built 1885) is also a faculty home and dormitory. Formerly located at the northwest corner of Main and Phillips streets as a professor's residence, it was moved in 1900 to make space for the archaeology building. It was named for Professor John Wesley Churchill, a great master of elocution who taught at the seminary, Phillips Academy, Abbot Academy and Harvard Divinity School.

68. **Pease House** (built 1814) was first a residence for seminary professors. It was occupied by Leonard Woods, one of the founders of the Andover Theological Seminary, and later by Professor Theodore Pease, who died in 1893, the year he came to the seminary. It is now a faculty home and a dormitory.

70. **Phelps House** (built 1809) was given to the seminary by William Bartlet, a merchant of Newburyport, as a residence for Dr. Ebenezer Porter, the first president of the seminary. It was later the home of seminary professor Austin Phelps. Since 1934, it has been the home of Phillips Academy's head of school. It was renovated in 1995.

75. **The Robert S. Peabody Museum of Archaeology** (built 1901, gift of Robert Singleton Peabody) was placed on the site of the old carpentry shop that became the first school building. In 1901, Peabody gave the academy his collection of over 40,000 archaeological specimens, this building in which to house them, and an endowment to assure their proper care.

64. **Park House** (construction date unknown) was the home for many years of Edwards A. Park, professor at the Andover Theological Seminary and one of the last exponents of Calvinist Orthodoxy in New England. It is now a faculty residence.

28. **Double Brick House** (built 1829) was constructed as the home of the music master. The dwelling for many years of Samuel M. Taylor, principal from 1837-71, and later of Dr. Cecil Bancroft, headmaster from 1873-1901, it is now a faculty residence and dormitory.

72. **Phillips Hall** (built 1885) was first a meeting place for trustees and later used as offices by Headmaster Bancroft. Today it houses the Office of Public Safety.

43. **Graves Hall** (first section built 1882, then completed 1892). Named for William B. Graves, head of the science department from 1866-99 and the first Peabody Professor, it served as the science building until the construction of Samuel F.B. Morse Hall in 1928. Now headquarters for the music department, it was renovated in 1983.

I. Old Main Campus. On the western side are two former society houses, now used as faculty residences. Toward Phillips Street is the site of the old Latin Commons; toward the power plant is the site of the old English Commons. These Commons were the first dormitories, built by the academy in 1834 and 1836 respectively. They consisted of box-like shingled structures with no conveniences, each with room for 12 boys. Scholarship boys were the principal occupants, while other students boarded in town in houses licensed by the academy. The Commons had little or no supervision, but established the principle that the academy should provide housing for its students. By 1906 both Commons had been torn down or removed.

79. **Samaritan House** (built 1824) was moved to its present location to make way for Cochran Chapel in 1929. Originally an infirmary for seminary students, it was later the residence of principals Cecil E.P. Bancroft (1873-1901) and Alfred E. Stearns (1902-1933). Now it is a faculty residence and dormitory.

6. **America House** (built 1825) was originally a boarding house. In the lower room at the right of the porch, Samuel F. Smith, a student at the Andover Theological Seminary, wrote "My Country, 'tis of Thee" in 1832. It has been used as a dormitory by Phillips Academy since 1919.

56. **Morton House** serves as a faculty residence and dormitory. Given to Abbot by Judge Marcus Morton, trustee (1896-1939) in the late 19th century, it was not used by the school until 1950, when it served as faculty apartments and then as the business office until 1973.

1. **Abbot Hall** (built 1829) In 1888, three alumnae donated funds to move it to its present location. In 1906 the Esther Gallery was added to the building and renovations included a chapel and science laboratories. Vacant for the past several years, the building was renovated as the home of the Brace Center for Gender Studies and the Office of Communications in 1997. It also houses a lecture hall, the Maud Morgan Visiting Artist's Studio and an apartment for the Elson Artist-in-Residence.

30. **Draper Hall** (built 1890), designed by the Boston firm of Hartwell & Richardson in the Romanesque Revival style, has served as a dormitory, dining hall, infirmary and library. It was renovated into 12 faculty apartments and offices in 1996-97.

53. **McKeen Hall.** A \$200 contribution from Abbot Academy students in 1892 began the fund raising to build a new classroom building. Twelve years later, McKeen Memorial Hall, named in honor of Philena McKeen, principal of Abbot Academy (1859-1891), was built. Davis Hall, on the first floor was financed by trustee George G. Davis of North Andover. It served as an assembly and concert hall as well as a gymnasium. The building was renovated in 1989 and now houses the Office of Academy Resources and the

Andover Day Care Center.

A. Abbot Circle. Abbot Academy was named after Madame Sarah Abbot of Andover who donated the original funds to build the first building. The Abbot name and tradition continue at Andover through the Abbot Academy Fund, established after the merger to promote education with "special attention from time to time to the goals of the education of female youth." Like Phillips Academy Abbot had a clearly defined center of campus, the Abbot Circle, formed by Draper Hall with Abbot Hall and McKeen Hall on either side. Ceremonies, commencement processions, winding of the May pole, Phillips' serenades and the Centennial in 1929 all took place on the circle.

E. The Grove, which also includes the Maple Walk, is a wooded area behind the old Abbot campus where girls could seek quiet and seclusion for contemplation. Formerly there were paths, benches and a Garden of Remembrance in the Grove, which was also known as Temperance Woods because the Women's Christian Temperance Union held outings there in the 1870s.

24. **Cochran Chapel** (built 1932, architect Charles A. Platt, given by Thomas Cochran in memory of his parents) is a superb example of neo-Georgian architecture. Religious services, musical performances and other school programs are held here.

41. **Graham House** (foundation laid 1915 and completed a few years later) was formerly one of eight secret social organizations known as "campus societies." In 1950, Headmaster John M. Kemper persuaded the societies to disband and turn the buildings over to the academy. Graham House, named for science teacher James Chandler Graham (1892-1937), is now a center for counseling.

86. **Stowe House** (built 1828) was originally the place where theological students took their exercise: making coffins! In 1852, Harriet Beecher Stowe had it remodeled as a residence for herself and her husband, Professor Calvin E. Stowe of the Andover Theological Seminary. Later a large wooden west wing was added, and the house became the Phillips Inn. When it was replaced by the Andover Inn in 1930, the wing was demolished, and the house was moved to Bartlet Street, where it is now a faculty residence and dormitory.

3. **Addison Gallery of American Art** (built 1930, architect Charles A. Platt, gift of Thomas Cochran). Its collection of paintings represents some of the best in American art, including works by Winslow Homer, Edward Hopper and Thomas Eakins. The gallery's total collection encompasses 12,000 works of painting, sculpture and photography.

33. **Elson Art Center** (built 1962, architect Benjamin Thompson of the Architects Collaborative; redesigned 1995, architect Robert A. Brown of Childs Bertman Tuckers Inc.) adjoins the Addison Gallery, Kemper Auditorium and Underwood Room and includes studios and workshops for all visual art courses except ceramics, plus audiovisual facilities.

36. **Foxcroft Hall** (built 1808) is the oldest school building. A gift to the seminary from Phoebe Foxcroft Phillips, wife of the founder, and her son, John, it was originally called Phillips Hall. Its name was changed to Foxcroft upon completion of Samuel Phillips Hall.

40. **George Washington Hall** (built 1926, architect Charles A. Platt, gift of Thomas Cochran) is the main administration building, which contains the office of the head of school, other administrative offices, and two theaters, among other amenities. Its name commemorates a visit Washington paid to Andover in his tour of the Eastern states in 1789. He was sufficiently impressed with the school to send one nephew and eight grand-nephews to Phillips Academy.

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|----|---|----|---|
| 1 | Abbot Hall, A2 | 58 | Nathan Hale House* [PKN], F2 |
| 2 | Adams Hall* [WQS], F7 | 59 | Newman House* [FLG], F6 |
| 3 | Addison Gallery of American Art, E4 | 60 | Newton-Hinman House, G4 |
| 4 | Admission Office | 61 | Nineteen Twenty-Four House, H3 |
| | <i>Hardy House</i> , F5 | 62 | Office of Physical Plant, A3 |
| 5 | Alumni House* [ABB], B3 | 63 | Oliver Wendell Holmes Library, F4 |
| 6 | America House* [RPD], B2 | 64 | Park House, C4 |
| 7 | Andover Cottage* [WQN], C5 | 65 | Paul Revere Hall* [FLG], G4 |
| 8 | Andover Inn, D3 | 66 | Pearson Tennis Courts, I8 |
| 9 | Bancroft Hall* [WQN], D6 | 67 | Pearson Hall [Classics], F4 |
| 10 | Bardlet Hall* [FLG], F4 | 68 | Pease House* [WQN], E5 |
| 11 | Benner House [Art], G4 | 69 | Pemberton Cottage* [WQN], C6 |
| 12 | Bertha Bailey House* [ABB], B3 | 70 | Phelps House, D5 |
| 13 | Bishop Hall* [WQN], E6 | 71 | Phelps Park, H5 |
| 14 | Blanchard House* [WQS], F8 | 72 | Phillips Hall, C3 |
| 15 | Borden, Memorial and Abbot Gymnasiums, G6 | 73 | Power Plant, B3 |
| 16 | Brothers Field, I7 | 74 | Rafferty Field, H2 |
| 17 | Bulfinch Hall [English], G4 | 75 | R.S. Peabody Museum of Archaeology, D4 |
| 18 | Burt House* [FLG], H3 | 76 | Rockwell House North* [WQN], E7 |
| 19 | Carriage House* [ABB], B3 | 77 | Rockwell House South* [WQS], E7 |
| 20 | Carter House* [RPD], B3 | 78 | Rockwell Tennis Courts, D6 |
| 21 | Case Memorial Cage, H7 | 79 | Samaritan House* [ABB], C3 |
| 22 | Churchill House, E6 | 80 | Samuel Phillips Hall [History and Modern Foreign Languages], F3 |
| 23 | Clement House* [ABB], B3 | 81 | Smith House* [FLG], H3 |
| 24 | Cochran Chapel, C3 | 82 | Stearns House* [RPD], E3 |
| 25 | Commons [Dining Hall], G4 | 83 | Stevens House* [RPD], E3 |
| 26 | Cooley House, G6 | 84 | Stimson House* [PKN], F2 |
| 27 | Day Hall* [FIG], F4 | 85 | Stott Cottage, B4 |
| 28 | Double Brick House* [RPD], C3 | 86 | Stowe House* [RPD], D2 |
| 29 | Draper Cottage [ABB], B3 | 87 | Sumner Smith Hockey Rink, H6 |
| 30 | Draper Hall, A2 | 88 | Taylor Hall* [WQS], F8 |
| 31 | Eaton Cottage* [WQN], C6 | 89 | Thompson House* [WQS], F9 |
| 32 | Elbridge Stuart House* [PKN], G2 | 90 | Tucker House* [WQS], F8 |
| 33 | Elson Art and Communications Center, E3 | 91 | Whitney House* [RPD], C2 |
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| 35 | Flagg House* [ABB], B2 | | |
| 36 | Foxcroft Hall* [FLG], E3 | | |
| 37 | French House* [RPD], C3 | | |
| 38 | Fuess House* [PKN], G2 | | |
| 39 | George Washington Hall, E3 | | |
| 40 | Graham House [Psychology], C3 | | |
| 41 | Graves Field, B4 | | |
| 42 | Graves Hall [Music], C3 | | |
| 43 | Hall House, A3 | | |
| 44 | Hearsey House* [FLG], I3 | | |
| 45 | Hidden Field, A4 | | |
| 46 | Isham Field, D8 | | |
| 47 | Isham Health Center, D7 | | |
| 48 | Isham North* [WQN], D7 | | |
| 49 | Johnson Hall* [WQS], E8 | | |
| 50 | Junior House* [ABB], B4 | | |
| 51 | Log Cabin, G2 | | |
| 52 | McKeen Hall, A2 | | |
| 53 | Memorial Bell Tower, F6 | | |
| 54 | Morse Hall [Mathematics], B3 | | |
| 55 | Morton House* [ABB], B2 | | |
| 56 | Moses Stuart House, F7 | | |
| 57 | | | |

- * Dormitory**
ABB — Abbot Cluster
FLG — Flagstaff Cluster
PKN — Pine Knoll Cluster
RPD — Rabbit Pond Cluster
WQN — West Quad North Cluster
WQS — West Quad South Cluster
- Areas of Interest**
A. Abbot Circle, A2
B. Armillary Sphere, E5
C. Chapel Cemetery, G3
D. Dormitories around Rabbit Pond, F2, G2-3
E. The Grove, A3
F. Memorial Place, G5
G. Merrill Memorial Gateway, H6
H. Moncrieff Cochran Sanctuary, E2-G2
I. Old Main Campus, C4
J. West Quadrangle's dormitories, E7

